

2020-2021 MIDDLE SCHOOL **ACADEMIC HANDBOOK v1.1**



DUNCANVILLE ISD
Writing success stories, one student at a time.

My Future. My Choice.



COMPREHENSIVE EXPERIENCE

A traditional high school model with diverse course offerings and opportunities for students seeking a more flexible, personalized plan towards graduation and individual post-HS goals.

- On the DHS Campus
- Flexible course opportunities at Mountain View College
- Open Enrollment
- Offers AP, Pre-AP, Dual Credit & CTE Courses
- Free College Tuition & Books
- Opportunity for Extra/Co-Curricular Participation
- Partnerships are a local option
- Earn Associates degree or up to 60 hours
- Opportunity to earn Certificates and Certifications in 29 Career Pathways



P-TECH

Career pathway models in architectural design, automotive technology and education & training with a focus on earning an associate degree and certifications. *Expanding to additional CTE Pathways.

- On the DHS Campus and limited at Mountain View and Cedar Valley Colleges
- Application + Lottery when interest >60/cohort matching district demographics
- Offers AP, Pre-AP, Dual Credit & CTE Opportunities
 - Free College Tuition & Books
 - Work-based Learning
 - Internship Opportunities
 - Defined Program
- University & Business Partner Required
 - Program within a school
- Earn Associate of Applied Science degree or up to 60 hours
- Opportunity to earn Certificates and Certifications
- Opportunity for Extra/Co-Curricular Participation



COLLEGIATE ACADEMY

*An Early College High School

An early-college model for selected students interested in accelerating to a post-secondary experience to pursue an associate degree while in HS.

- On the ECHS campus at DHS for 9th/10th
- At Mountain View College for 11th/12th
- Application + Lottery when interest >125/cohort matching district demographics
- Offers Dual Credit & Limited AP, Pre-AP
 - Defined Program for multi-disciplinary endorsement
 - Free College Tuition & Books
 - University Partner Required
- Earn Associate of Arts or Science degree or up to 60 hours
- Limited opportunity for Extra/Co-Curricular Participation
 - School within a school



T-STEM

A career-pathway model focused on Science, Technology, Engineering & Math for students pursuing a STEM-related certification or degree in a STEM-related field post-HS.

- On the DHS Campus & designated MS
- Application + Lottery when interest >60/cohort matching district demographics
- Offers AP, Pre-AP, Dual Credit & CTE Opportunities
- Free College Tuition & Books
- Work-based Learning
- Internship Opportunities
- Defined Program
- University & Business Partner Required
 - Earn 15 or more hours
- Opportunity to earn Certificates and Certifications
 - Opportunity for Extra/Co-Curricular Participation
 - Program within a school

Choice programming is offered at each middle school campus. It is important to know that this course description guide includes all middle school courses that are offered in the Duncanville ISD. However, due to enrollment, teacher availability, and programming not every class will be offered every year at every school. Contact your counselor for details about each program and courses offered within that program. The application window for middle school choice programs is in January of each year.

For more exploration visit:
<https://www.duncanvilleisd.org/Page/16024>



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Get a head start on your career choice in middle school while earning high school credits.

www.Duncanvilleisd.org/MiddleSchoolChoice



STEAM Academy
at Kennemer Middle School



Business & Technology Program
at Reed Middle School



Health Science Program
at Byrd Middle School

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MIDDLE SCHOOL STAAR EXAMS

7TH Grade:	8TH Grade:
STAAR Grade 7 Math	STAAR Grade 8 Math
STAAR Grade 7 Reading	STAAR Grade 8 Reading
STAAR Grade 7 Writing	STAAR Grade 8 Science
*STAAR Grade 8 Math	STAAR Grade 8 Social Studies

**STAAR Algebra I EOC

*Applies to students enrolled in 7th grade Eng. I and /or Math Pre-AP.

**Applies to students enrolled in Algebra I in 8th grade.

***IN ADDITION TO LOCAL POLICY, GRADE 8 STUDENTS MUST MEET ALL SSI REQUIREMENTS TO BE PROMOTED TO THE NEXT GRADE. READ STUDENT SUCCESS INITIATIVE (SSI) GRADE ADVANCEMENT REQUIREMENTS BELOW.

(SSI) STUDENT SUCCESS INITIATIVE GRADE ADVANCEMENT REQUIREMENT

Enacted by the 76th Texas Legislature (1999), the STUDENT SUCCESS INITIATIVE (SSI) grade advancement requirements currently apply Grade 5 STAAR reading/math and Grade 8 STAAR reading and mathematics test.

As specified by these requirements, a student may advance to the next grade level ON Y by passing these tests.

The goal of the SSI is to ensure that all students are academically successful in reading and mathematics. This effort depends greatly on schools, parents, and community members working in partnership to meet individual student needs.

CREDIT BY EXAMINATION

CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION: Students may use credit by examination to demonstrate mastery to earn credit in any available academic course without prior instruction. Such examinations shall thoroughly test essential knowledge and skills in the applicable area. Tests are from a State Board approved university. Students must score 80 or better per semester in order to receive course credit.

Test dates will be published at the beginning of each school year. A student planning to take an examination for acceleration shall be required to register with their counselor no later than 30 days prior to the scheduled testing date on which the student wishes to take the test. No fee shall be charged for an examination for acceleration provided by the District. If a parent or student requests an alternate examination, the District may administer a test purchased by the parent or student from a State Board-approved university.

SCHEDULE CHANGE REQUEST

Students and/or parents who are requesting a change in a student's schedule need to fill out a schedule change request form with a counselor at the middle school. See Pre AP guidelines for schedule change process.

ONLINE REGISTRATION

All parents seeking to enroll their students in the Duncanville ISD are required to register using the district Online Registration process. Registering your middle school student online is simple and less time-consuming. The District's use of an Online Registration process has made going back to school, or enrolling during the year, easier for returning and new-to-district families. Parents are able to complete required enrollment documents online. Parents just need to visit the district website at www.duncanvilleisd.org and click on the Parent Resources tab. After the menu appears, click on the How to Enroll and Register tab and you're ready to start the process. From the How to Enroll and Register page, click on either the Returning Students box or the New to District Student box, as appropriate, and follow the instructions. If you have difficulties, call the registrar at your student's school or call the district administration building at 972-708-2000 for assistance.

WHAT DOES IT TAKE TO GRADUATE FROM HIGH SCHOOL?

Classifications of Student

Student classification is determined by the number of credits accumulated by the end of the preceding year.

To be a ninth grade student (freshman) *Completion of Eighth Grade Requirements

To be a tenth grade student (sophomore)..... 6 Credits Required

To be an eleventh grade student (Junior)12 Credits Required

*To be a twelfth grade student (Senior).....18 Credits Required

*By the semester average in each course attempted. The State of Texas has set 70 as a minimum-passing grade.

For each semester course passed with a 70 or above, the student receives 1/2 credit or more.

TESTING REQUIREMENTS FOR GRADUATION

Testing Requirements for Students Graduating under State of Texas Assessment of Academic Readiness (STAAR) End of Course (EOC)

The goal of the Student Success Initiative (SSI) is to ensure that all students receive the instruction and support they need to be academically successful in reading and mathematics. This effort depends greatly on schools, parents, and community members working in partnership to meet individual student needs. Fifth and eighth grades participate in SSI.

Eighth grade students must pass the STAAR reading and mathematics tests to be promoted to the ninth grade. Students have three opportunities to pass the STAAR reading test and three opportunities to pass the STAAR mathematics test—two during the spring and one during the summer. The exact test dates are available at <http://www.tea.state.tx.us/student.assessment/calendars>.

If a student has not passed after the initial testing opportunity, a grade placement committee (GPC) is formed. The GPC, which consists of the principal, teacher, and parent or guardian, will create an instructional plan based on the individual needs of the student.

To graduate, students entering ninth grade beginning in 2011-2012 are required to pass STAAR End of Course (EOC) assessments or the equivalent as established by the ARD committee.

What content areas does STAAR EOC include?

- English I, English II
- Algebra I
- Biology
- U.S. History

To graduate, a student must meet the Level II Met Standard score requirement for the EOC tests in English 1, English 2, Algebra 1, Biology, and U.S. History.

If a student does not achieve Level II Met Standard or above on any state required EOC assessment, the student must retake the assessment until a Level II Met Standard or above is attained. A student is not required to retake a course as a condition of retaking an EOC assessment.

Can I see sample questions for the STAAR EOC questions? Release STAAR EOC questions can be found at www.tea.state.tx.us/student.assessment/STAAR/

PERSONAL GRADUATION DESCRIPTION

House Bill 5 requires each student to connect to a personal graduation plan that leads to an endorsement. This process requires a district to consider the importance in using programs of study and the personal graduation plan, collaboratively, to satisfy current and prior legislation. The program of study is an advisement tool for students, parents and counselors. It is a map for college and career readiness aligned to an occupational objective. A program of study is considered the intensive education plan, as required. Programs of study work best when they are developed by stakeholders to ensure relevant and accurate information. The personal graduation plan is a working document used by counselors to track student completion of graduation requirements. It is a tool used to document grades, assessments, acceleration, and other requirements in law. The personal graduation plan is an opportunity for students and counselors to meet individual needs.

The use of the program of study and personal graduation plan is necessary to ensure desired outcomes for college and career readiness.

Students entering 9th Grade must choose from one of the following endorsements:

- Arts and Humanities
- Business and Industry
- Public Services
- STEM
- Multidisciplinary Studies

Students may change their endorsement at any time prior to graduation; however a delay in graduation may result. For more information please contact your campus counselor.

Planning for the Future

In DISD our goal is to double the number of students who graduate and go on to earn some form of higher education. To help students achieve their goal of a technical certificate, two-year degree, or four-year degree, we have included the Foundation Graduation Plan Overview. Please contact your counselor for more information about making plans for your future. We are here to help you achieve your goals and have resources available to help you.

Introduction to Course Planning

Making a successful transition to the middle school or from grade level to grade level with as little stress as possible is very important for students and parents alike. It is essential that parents and students understand that the academic foundation the student builds at the middle level will determine, to some degree, the success the student will have at the high school level.

College preparation is best thought about and planned for in the middle years. The academic preparation that begins in the middle school and continues at the high school level is probably the most important activity impacting a student's future.

Secondary programs begin in the middle school when students must assume more responsibility for their education and behavior. Reed Middle School, Byrd Middle School, and Kennemer Middle School offer support and guidance for students as they make the transition from elementary level to secondary level. The counseling staff is prepared to assist students and parents in course selections, testing programs, and college preparation.

Academic success and student service are recognized through the National Junior Honor Society, Student Council, Academic Pep Rallies, honor rolls, End of Year Awards Programs, and classroom recognition. Participation in various clubs and organizations at the middle level is encouraged to develop responsibility and involvement.

** When students choose to take high school courses at the middle school campus, the courses are not considered in the determination of class rank.

Duncanville ISD House Bill 5 Career Endorsements

Arts & Humanities

The Arts & Humanities Endorsement can be earned by taking a coherent sequence of courses directly related to fine and performing arts, political science, world languages, cultural studies, and English literature.

Six Options:
A) A total of five social studies courses

B) Four levels of the same language in a language other than English

C) Two levels of the same language in a language other than English and two levels of a different language in a language other than English

D) Four levels of American Sign Language

E) a coherent sequence of four credits by selecting courses from one or two categories or disciplines in fine arts or innovative courses

F) Four English Elective credits

Business & Industry

The Business & Industry Endorsement can be earned by taking a coherent sequence of courses directly related to the following:

Architecture & Construction

Arts, Audio/Video Technology & Communication

Business Management

Finance

Information Technology

Marketing

Manufacturing

Transportation, Distribution, & Logistics

Cosmetology

Culinary Arts

English Electives:
• Broadcast Journalism
• Newspaper
• Debate

STEM

Science, Technology, Engineering & Math

The STEM Endorsement can be earned by taking a coherent sequence of courses directly related to the following:

Engineering

Electronics

Emphasis in: Mathematics Science

Computer Science

Public Service

The Public Service Endorsement can be earned by taking a coherent sequence of courses directly related to the following:

Education & Training

Human Services

Health Science

Multi-disciplinary Studies

The Multidisciplinary Studies Endorsement can be earned by completing foundation and general endorsement requirements and:

Three options:
(A) Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence.

(B) Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics.

(C) Four credits in Advanced Placement or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts

MIDDLE SCHOOL PRE-ADVANCEMENT PLACEMENT

What are Pre-Advanced Placement (Pre-AP) courses?

Pre-AP courses are on-grade level academically advanced courses designed to challenge motivated students to understand rigorous content. The coursework requires students to engage in independent and analytical assignments and to complete a substantial amount of work outside of class. DISD offers Pre-AP courses in English, math, science, and social studies.

Middle School Level:

Pre-AP middle school courses are designed to prepare students for high school Pre-AP and Advanced Placement (AP) courses. Pre-AP Math compacts 7-8th grade math in the seventh grade year and Algebra I in the 8th grade year. This acceleration allows students to take Geometry as a freshman.

High School Level:

The Pre AP English I is an accredited offering for students who demonstrate mastery of standards set by the Pre AP English & writing.

AP courses are college-level courses taught in a high school setting. At the end of each AP course an AP Exam is given, but not required. Students are responsible for exam costs. Qualifying scores on the AP exams can enable students to receive college credit and/or advanced standing at a university or college. Please note, all college and universities have different AP Exam score requirements.

Are there entry criteria for enrolling in Pre-AP courses at middle school level?

Duncanville ISD offers Pre-AP courses. Students must have parental approval for each subject to enroll. Final placement for Pre-AP courses lies with campus administration. Students who experience success in Pre-AP courses typically exhibit the following personal and academic characteristics.

Personal Characteristics:

- Reading on or above grade level
- Strong study skills and self-motivation
- Proficient oral and written communication skill
- Self-discipline to plan, organize, and carry out tasks to completion
- Interest and self-directedness in a particular subject

Academic Characteristics:

- Successful performance in related content area courses (Example: math and science or English and social studies)
- Teacher recommendation
- Advanced scores on STAAR test in corresponding content area/s

How many Pre-AP courses should a student take at the middle school level?

Students are encouraged to take Pre-AP courses that are appropriate to their interests and academic strengths. The number of Pre-AP courses also varies with students' motivation, self-discipline, and available time outside of class. Students are not expected to enroll in Pre-AP courses in all core subject areas.

Must a student take Pre-AP courses in order to be prepared for college?

All academic courses in DISD offer appropriate instruction to prepare students for college or university work. Many DISD students without Pre-AP and AP coursework successfully complete college educations.

Additional information on the intermediate school Pre-AP program is available from the intermediate school counselor and campus administrator.

DO I RECEIVE HIGH SCHOOL CREDIT FOR MIDDLE SCHOOL COURSES?

Middle School Course	Type of High School Credit Earned With Passing Grades	Next Course To Be Taken in High School
Spanish I Pre-Ap - Full Year	1 Spanish I credit	Spanish II
Spanish I - Full year	1 Spanish I credit	Spanish II
Algebra I Pre-AP – Full Year	1 math credit	Geometry or Geometry Pre-AP
Art 1 Pre-AP	1 art credit	Art-II
Health	.5 health credit	N/A
Professional Communication	.5 credit	N/A
English I Pre-AP – Full Year Principles of Arts, A/V, and Communications	1 English Credit 1 CTE credit	<ul style="list-style-type: none"> • Animation • Audio Video Production • Commercial Photography • Fashion Design • Graphic Design
Principles of Information Technology	1 CTE credit	Entry to Pathway Choices: <ul style="list-style-type: none"> • Fundamentals of Computer Science • Computer Programming • Web Technologies
Business Information Management I	1 CTE credit	<ul style="list-style-type: none"> • Business Information Management I-Certification
Principles of Government and Public Administration	1 CTE credit	<ul style="list-style-type: none"> • Political Science
High School Career Prep	1 CTE credit	
PLTW Gateway to Technology I (Fall & Spring Semesters)	.5 CTE Credit	Entry to Pathway Choices: <ul style="list-style-type: none"> • PLTW Introduction to Engineering • Robotics I or • Engineering Design I
PLTW Gateway to Technology II (Fall & Spring Semesters)	.5 CTE Credit	
PLTW Gateway to Technology III (Fall & Spring Semesters)	.5 CTE Credit	
PLTW Gateway to Technology IV (Fall & Spring Semesters)	.5 CTE Credit	

Students passing grades for both semesters (full year) at the middle school level will receive credit on their high school transcript as indicated on the chart above. For Project Lead the Way (PLTW) Courses, students must successfully complete both (Fall & Spring) courses prior to earning .5 HS credit. Once credit is awarded, students cannot repeat the course. Grades earned in middle school will not be calculated in the high school GPA. Check with your campus to verify that the course is being offered.

In order to receive a high school credit for any course taken, a student must be enrolled in that course for a minimum of 90 percent of the days the course is taught or must have approval of the Campus Attendance Review Committee. In order to receive ½ credit for any semester course taken, a student must be enrolled in that course for a minimum of 90 percent of the days the course is taught or must have approval of the Campus Attendance Review Committee.

DUNCANVILLE ISD FOUNDATION HIGH SCHOOL PLAN

English 4 Credits	Math 3 Credits	Social Studies 3 Credits	Science 3 Credits
English I	Algebra I	World Geography Studies OR World History Studies	Biology
English I	Algebra I	World Geography Studies OR World History Studies	Biology
English I	Algebra I	World Geography Studies OR World History Studies	<u>3rd Credit</u> Aquatic Science Chemistry Astronomy Physics Environmental Science Medical Microbiol- ogy Anatomy and Physiology Pathophysiology Food Science Computer Science
English I	One additional credit from any of the following: World History Studies World Geography Studies Any science course approved by SBOE (If Chemistry or Physics is substituted for IPC, then the other must be used as academic elec- tive credit here.) <small>*College Board Advanced Placement, Dual Credit and UT OnRamps courses may be substituted in appropriate areas for both Foundation and Endorsement credits.</small>		

DUNCANVILLE ISD ENGLISH LANGUAGE ARTS SUGGESTED COURSE SEQUENCING

Standard Course Sequence	Accelerated Course Sequence
7th Grade English	7th Grade English Pre-AP
8th Grade English	8th Grade English Pre-AP
English I	English I Pre-AP
English II	English II Pre-AP
English III	English III AP
English IV OR English V Dual Credit	English IV Dual Credit or English IV AP

Academic Electives
Creative Writing
Advanced Journalism: Literary Magazine I, II
Debate I, II, III, IV
Journalism I
Journalism: Photojournalism I, II
Journalism: Yearbook I, II, III
Journalism: Newspaper I, II, III
Oral Interpretation I, II, III, IV
Professional Communications- Dual Credit

*Please Note: Students may change pathway with proper approval.

ENGLISH LANGUAGE ARTS/ READING

No	Course	Grade	Credit
0701201	ENGLISH LANGUAGE ARTS/READING	7 th GRADE	Full Year

In 7th grade English Language Arts and Reading students will read and understand a wide variety of literary and informational texts. They will also compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail. Additionally, students will conduct research and synthesize and present ideas and information. In both speaking and writing, students will also learn how to apply the oral and written conventions of the English language.

0701101	ENGLISH LANGUAGE ARTS/READING PRE- AP 7 th GRADE		Full Year
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In 7th grade Pre-AP English Language Arts, students will be introduced to literary knowledge, concepts, and skills designed to prepare them for advanced course work (AP courses) in high school and beyond. With a focus on continual application of higher level thinking skills, students will read and understand a wide variety of literary and informational texts. They will also compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail. Additionally, students will conduct research and synthesize and present ideas and information. In both speaking and writing, students will also learn how to apply the oral and written conventions of the English language.

0701205	ENGLISH AS A SECOND LANGUAGE Prerequisite: LPAC recommendation	7 th Grade	Full Year
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The ESOL course helps students of limited English proficiency become competent in speaking, reading, writing, and comprehending the English language. The students will receive instruction in the four language domains: listening, speaking, reading, and writing. Instruction will supplement instruction in an academic English class.

0801205	ENGLISH AS A SECOND LANGUAGE Prerequisite: LPAC recommendation	8 TH Grade	Full Year
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The ESOL course helps students of limited English proficiency become competent in speaking, reading, writing, and comprehending the English language. The students will receive instruction in the four language domains: listening, speaking, reading, and writing. Instruction will supplement instruction in an academic English class.

0801201	ENGLISH LANGUAGE ARTS/READING	8 th Grade	Full Year
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In 8th grade English Language Arts and Reading students will read and understand a wide variety of literary and informational texts. They will also compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail. Additionally, students will conduct research and synthesize and present ideas and information. In both speaking and writing, students will also learn how to apply the oral and written conventions of the English language. In eighth grade, students will build on their prior knowledge and skills introduced in 7th grade in order to strengthen their reading, writing, and oral language skills.

0801200	ENGLISH LANGUAGE ARTS/READING PRE-AP 8 th Grade		Full Year
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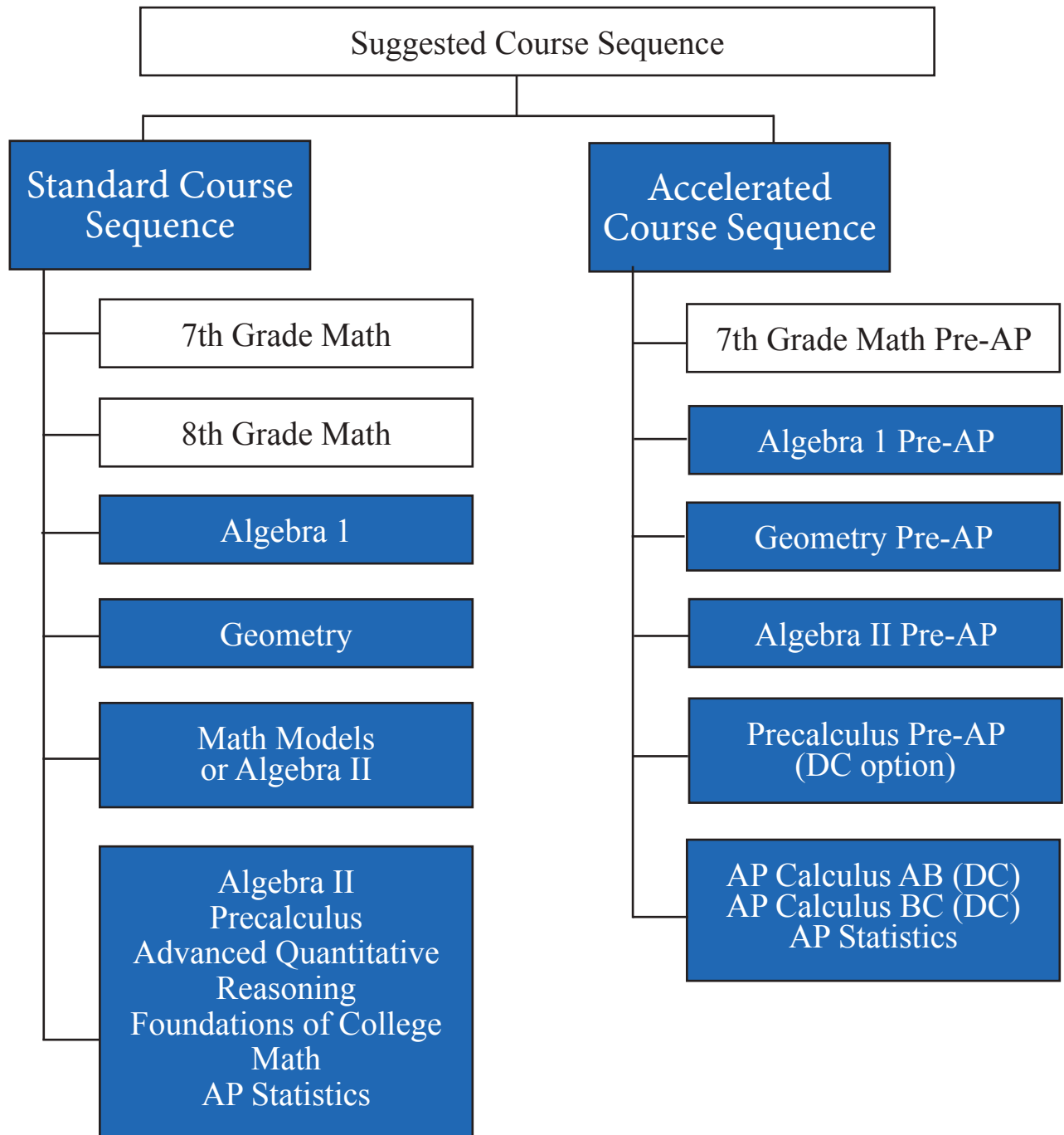
In 8th grade Pre-AP English Language Arts, students will be introduced to literary knowledge, concepts, and skills designed to prepare them for advanced course work (AP courses) in high school and beyond. With a focus on continual application and development of higher level thinking skills, students will read and understand a wide variety of literary and informational texts. They will also compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail. Additionally, students will conduct research and synthesize and present ideas and information. In both speaking and writing, students will also learn how to apply the oral and written conventions of the English language.

0901011	ENGLISH I PRE-AP	8 th Grade	Full Year
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This course is designed for students who wish to have a more challenging and rigorous eighth-grade English Language Arts experience and earn a high school credit. Students in English I Grade 8 Pre-AP continue to increase and refine their communication and literacy skills. Students take their writing through all the steps of the writing process on a regular basis. In addition to planning and drafting, students revise for organization and idea development and edit their papers for clarity and the correct use of the conventions and mechanics of written English. They practice all forms of writing, including literary, narrative, expository, persuasive, interpretive, analytical, research, and procedural/work related writing. English I students read extensively in multiple genres from world literature. They learn forms and terms associated with selections being read, develop comprehension and vocabulary skills to greater depth and complexity, and analyze elements of text for greater understanding and modeling for their own writing. Note: One high school credit is earned upon successful completion of this course. Students will be required to take the English I EOC which all students must pass to graduate from high school.

DUNCANVILLE ISD MATHEMATICS SUGGESTED COURSE SEQUENCING

High School Credit



Pre-AP = Pre-Advanced Placement
AP = Advanced Placement
DC = Dual Credit

MATHEMATICS

No	Course	Grade	Credit
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07031201	MATH PRE-AP	7 th Grade	Full Year
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The primary focal areas of this course are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students will engage in the mathematics content through the mathematics process standards which include analyzing mathematical relationships to connect and communicate mathematical ideas.

0703101	MATH PRE-AP	7 th Grade	Full Year
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This course is an accelerated course offered to 7th graders which allows students to take Algebra I Pre-AP in 8th grade. The course covers all TEKS in 7th and 8th grade math. Students taking this course will take the STAAR Grade 8 Mathematics.

0803201	MATH	8 th Grade	Full Year
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The primary focal areas of this course are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students will engage in the mathematics content through the mathematics process standards which include analyzing mathematical relationships to connect and communicate mathematical ideas.

0803101	ALGEBRA I PRE-AP	8 th Grade	Full Year
	1 HS Credit		

Prerequisite: 7th Grade Pre-AP Math or 8th Grade Math

In Algebra I, students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students taking this course will take STAAR Algebra I EOC.

DUNCANVILLE ISD

SCIENCE SUGGESTED COURSE SEQUENCING

High School Credit

Standard Course Sequence	Accelerated Course Sequence
Science I (7th Grade)	Science I PreAP (7th Grade)
Science II (8th Grade)	Science II PreAP (8th Grade)
Biology I	Biology I PreAP
IPC, Chemistry OR Physics I	Chemistry I PreAP
Advanced Science	Physics I
Advanced Science	Advanced Science

Advanced Sciences

Chemistry I
Physics I
Biology II AP
Food Science
Environmental Science
Astronomy

Scientific Research and Design
Physics II AP/Physics II AP Dual Credit
Principles of Technology
Chemistry II AP
Anatomy and Physiology
Astronomy

SCIENCE

No	Course	Grade	Credit
0704201	SCIENCE I	7th Grade	Full Year

This is an integrated laboratory-based approach to the study of the natural world. Most of the focus of this course is on organisms and the environment and the processes involved. Students will also focus on matter and energy; force, motion and energy; earth and space; and organisms and environments.

0704200	SCIENCE I PRE-AP	7th Grade	Full Year
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The Science 7 Pre-Advanced Placement (Pre-AP) class is designed to prepare highly-motivated and self-disciplined students to take and succeed in advanced coursework with rigor and depth as they move toward the Advanced Placement Program. In addition to the content taught in the on level course, it is differentiated by the depth of content presentation and development of higher-level critical thinking and understanding.

0804201	SCIENCE II	8th Grade	Full Year
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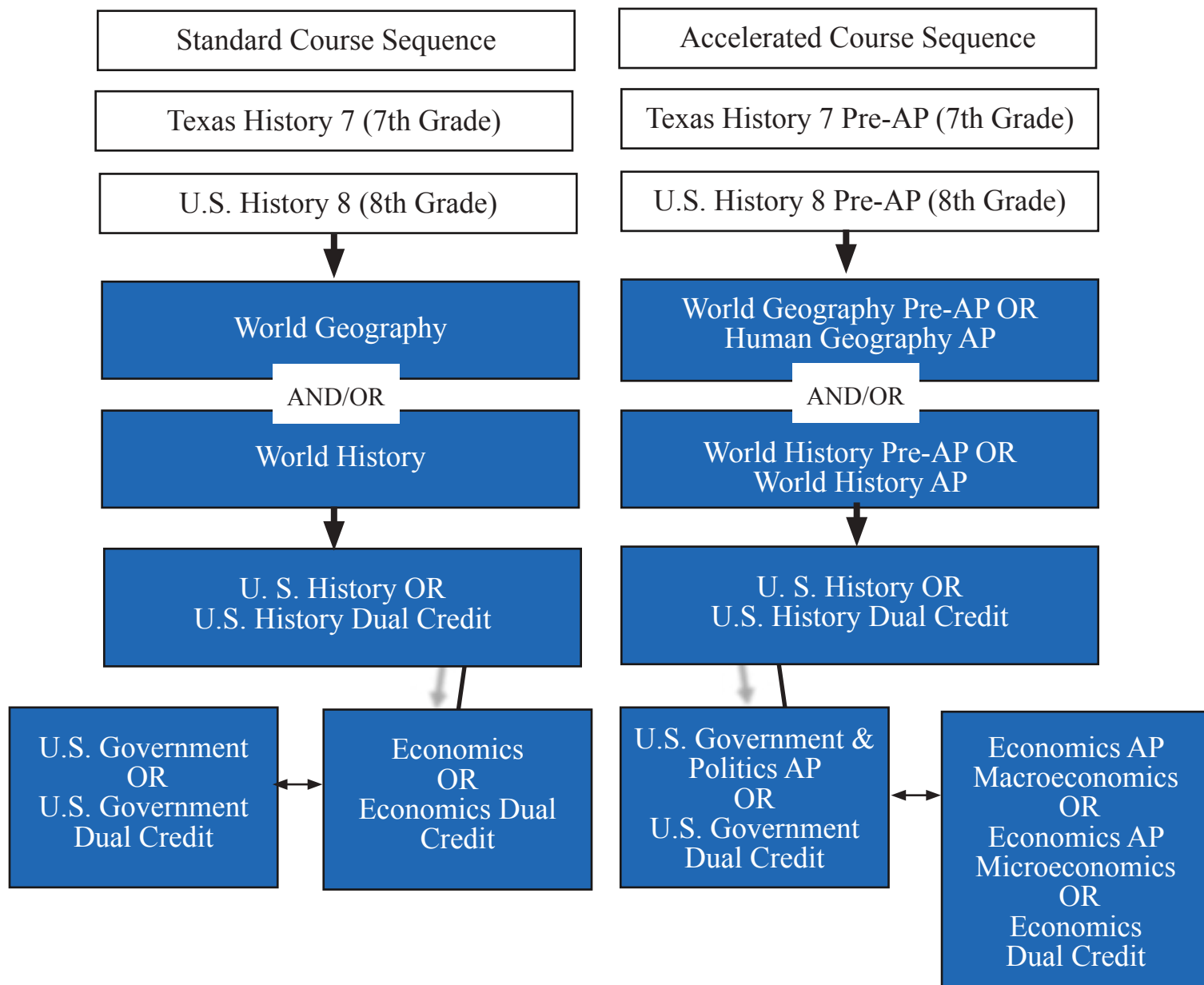
This is an integrated laboratory-based approach to the study of the natural world. Most of the focus of this course is on earth and space science and the processes involved. Students will also focus on matter and energy; force, motion and energy; earth and space; and organisms and environments.

0804200	SCIENCE II PRE-AP	8th Grade	Full Year
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The Science 8 Pre-Advanced Placement (Pre-AP) class is designed to prepare highly-motivated and self-disciplined students to take and succeed in advanced coursework with rigor and depth as they move toward the Advanced Placement Program. In addition to the content taught in the on level course, it is differentiated by the depth of content presentation and development of higher-level critical thinking and understanding.

DUNCANVILLE ISD SOCIAL STUDIES SUGGESTED COURSE SEQUENCING

High School Credit



Social Studies Elective Courses

- Sociology
- Psychology, Psychology AP
- Special Topics in Social Studies
- Special Topics in African American Studies
- Special Topics in Latin American Studies
- Special Topics in Asian American Studies
- Special Topics in World Wars of the Twentieth Century
- Law Studies
- European History AP
- Social Studies Research Methods

*Please Note: Students may change pathway with proper approval.

SOCIAL STUDIES

No	Course	Grade	Credit
0705201	TEXAS HISTORY	7th GRADE	Full Year

In Grade 7, students study the history of Texas from the Age of Contact through contemporary Texas. The focus in each era is on key individuals, events and issues, and their impact. Students also study regions of Texas and the impact on population patterns; describe the structure and functions of municipal, county, and state governments; examine the rich and diverse cultural background of Texas; and analyze the impact of scientific discoveries and technological innovations on the development of Texas.

0705200	TEXAS HISTORY PRE-AP	7th Grade	Full Year
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The Texas History 7th grade Pre-Advanced Placement (Pre-AP) class is designed to prepare highly-motivated and self-disciplined students to take and succeed in advanced coursework leading in high school to Advanced Placement courses and possible college credit. Students and parents must sign a contract outlining the expectations and responsibilities of students enrolled in this course. Students study the history of Texas eras from the age of contact through contemporary Texas. The focus in each era is on key individuals, events and issues, and their impact. Students also study regions of Texas and the impact on population patterns; describe the structure and functions of municipal, county, and state governments; examine the rich and diverse cultural background of Texas; and analyze the impact of scientific discoveries and technological innovations on the development of Texas.

0805201	AMERICAN HISTORY: THE EARLY COLONIAL PERIOD THROUGH RECONSTRUCTION	8th Grade	Full Year
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Introduction focusing on the political, economic, religious, and social events and issues related to the eras of American history. Students describe the physical characteristics of the United States and the impact on population patterns, analyze economic factors that influenced the development of the United States, examine American beliefs and principles, evaluate the impact of important Supreme Court cases and major reform movements of the 19th century, and analyze the impact of scientific discoveries and technological innovations on the development of the United States.

0805200	AMERICAN HISTORY PRE-AP: THE EARLY COLONIAL PERIOD THROUGH RECONSTRUCTION	8th Grade	Full Year
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The American History 8th grade Pre-Advanced Placement (Pre-AP) class is designed to prepare highly-motivated and self-disciplined students to take and succeed in advanced coursework leading in high school to Advanced Placement courses and possible college credit. Students and parents must sign a contract outlining the expectations and responsibilities of students enrolled in this course. Students study the history of the United States from the early colonial period through Reconstruction focusing on the political, economic, religious, and social events and issues related to the eras of American history. Students describe the physical characteristics of the United States and the impact on population patterns, analyze economic factors that influenced the development of the United States, examine American beliefs and principles, evaluate the impact of Supreme Court cases and major reform movements of the 19th century, and analyze the impact of scientific discoveries and technological innovations on the development of the United States.

ELECTIVES

Choice programming is offered at each middle school campus. It is important to know that this course description guide includes all middle school courses that are offered in the Duncanville ISD. However, due to enrollment, teacher availability, and programming not every class will be offered every year at every school. Contact your counselor for details about each program and courses offered within that program. The application window for middle school choice programs is in January of each year.

NO.	COURSE	GRADE	CREDIT
0710201	Art I	7th Grade	Semester

This course introduces the students to the fundamentals of art. This includes art elements, art principles, and an overview of art history and cultural heritage. The student will express these fundamentals in painting, drawing, collage, optical illusions, linear perspective, and paper mosaic.

0810201	Art I	8th Grade	Semester
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This course introduces the students to the fundamentals of art. This includes art elements, art principles, and an overview of art history and cultural heritage. The student will express these fundamentals in painting, drawing, collage, optical illusions, linear perspective, and paper mosaic.

0710202	Art II	7th Grade	Semester
	Prerequisite: Art I		

This is an advanced art class in which the students will work on more sophisticated projects using the fundamentals learned in Art I. Some of the projects will include painting, ceramics, drawing, animation, caricatures, and cross-stitching.

0810202	Art II	8th Grade	Semester
	Prerequisite: Art I		

This is an advanced art class in which the students will work on more sophisticated projects using the fundamentals learned in Art I. Some of the projects will include painting, ceramics, drawing, animation, caricatures, and cross-stitching.

0910032	Art I Pre AP High School	8th Grade	Full Year
	1 HS Credit		
	Prerequisite: Middle School Art I and Art II, teacher recommendation and student portfolio		

This course emphasizes the study of basic art concepts designed to introduce the student to the importance of recognizing, defining, and applying the ELEMENTS OF ART and the PRINCIPLES OF DESIGN in composition, to expose the student to various art movements, and to explore the use of a variety of media available to the artist in both two and three-dimensional art projects. Art supplies are required.

0710301 Theatre Arts: MS 1	7th Grade	Full Year
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First year students explore elements of drama and conventions of theatre, interpret characters, voice and body expression and the relationship of theatre to history, society, and culture.

0810301 Theatre Arts: MS 2	8th Grade	Full Year
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Second year students learn basic acting skills, pantomime, improvisation, storytelling, character analysis, body expression and the relationship of theatre to history, society, and culture.

<u>NO.</u>	<u>COURSE</u>	<u>GRADE</u>	<u>CREDIT</u>
0807102	Health	7th – 8th Grade	Semester

Health Education involves the learning of physical, mental, and social health that will enable the student to live a longer and healthier life. Areas such as drug and tobacco use, body systems, diseases including STDs and AIDS, physical and mental illness, environmental pollution, and first aid are among the major areas covered.

0814211	Yearbook	7th & 8th Grade	Full Year
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This course will expose students to basic journalism and photography. These two concepts will be combined to create a campus yearbook. A wide variety of technology hardware and software will be utilized in this course. Seventh grade students wishing to participate in program will be enrolled in Yearbook. If they participate in Yearbook the second year, they are enrolled in 2702 for HS credit.

0715205	Office Aide	7th Grade ONLY	Semester
0815205	Office Aide	8th Grade ONLY	Semester

Prerequisite: Application process

Students will receive experiences in various aspects campus office operations.

0715205	Teacher Aide	7th Grade ONLY	Semester
0815205	Teacher Aide	8th Grade ONLY	Semester

Prerequisite: Application process

Students will be scheduled with a teacher to assist in organization, word processing, filing, and other clerical duties.

0715202	Library Aide	7th Grade ONLY	Semester
0815202	Library Aide	8th Grade ONLY	Semester

Prerequisite: Application process

Student will receive experiences in various aspects in library operations.

0714201	Speech I (1/2 HS Credit)	7th Grade ONLY	Semester
0714202	Speech I (1/2 HS Credit)	7th Grade ONLY	

Students will learn about person, one-on-one, small group, and mass media communication. Oratory, small group discussions, and interviewing skills are stressed. Students learn persuasive and mass media techniques as well as the basics of media presentations, business communications and radio/tv broadcasting.

0714216	Skills for Living	7th Grade ONLY	Semester
0814216	Skills for Living	8th Grade ONLY	Semester

This is an activity based course providing students with practical information in the areas of personal development, family and community responsibilities, parent-child relationships, food and nutrition, clothing care and construction, housing, and career preparation. Students are required to apply academic learning toward the solutions of real-world responsibilities. This class is full of new and exciting information that you will find helpful during Middle School and high School as well as the rest of your life.

<u>NO.</u>	<u>COURSE</u>	<u>GRADE</u>	<u>CREDIT</u>
0703202	Accelerated Math Strategies	7th Grade ONLY	Semester
0803202	Accelerated Math Strategies	8th Grade ONLY	Semester

Prerequisite: Campus recommendation

The course is in addition to the grade level mathematics course. It is designed to assist students who have not performed well on the mathematics portion of STAAR. The course includes reviewing addition, subtraction, multiplication, and division; decimals; perfect squares; integers; mental math skills; estimation skills; and analysis of word problems.

0701202	Accelerated Reading Strategies	7th Grade ONLY	Semester
0801203	Accelerated Reading Strategies	8th Grade ONLY	Semester

Prerequisite: Campus recommendation

This course is in addition to the grade level language arts course. It is designed for students who are reading below grade level. The course provides for individualized instruction, including Read 180, to meet each student's unique need in decoding, fluency, vocabulary development and comprehension.

0709201	Introduction to Spanish	7th – 8th Grade	Full Year
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This course is an introductory class to Spanish. It provides opportunities for students to listen and speak the language for a variety of purposes. It will strengthen student sensitivity to the language and integrate writing, speaking, and listening opportunities in the creation and interpretation of meaningful texts. This class prepares students for a high school Spanish course.

080910	Spanish I Pre-AP 1 HS Credit	8th Grade	Full Year
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This class is a one-year Spanish course which uses an oral-aural approach to develop concurrently the skills of listening comprehension, speaking, reading, and writing the language. Students study the geography and cultures of Spanish speaking countries. This class is taught at a rapid pace, and students are expected to have independent study skills. This course earns a full high school credit.

1214A12	AVID I	1	8
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See Sequence of Courses

Students will develop and reinforce attitudes skills, and knowledge to successfully enter and complete a college prep academic program in high school. Students will learn and apply study skills and learning strategies to improve performance in the content areas: Note taking, outlining, writing, speaking, reading, test strategies and the use of technology to improve performance will be stressed.

PROJECT LEAD THE WAY (PLTW)

PLTW students engage in hands-on activities, projects, and problems that are reflective of real-world challenges. This compelling real-world approach empowers students to learn essential, in-demand skills validated by the world's leading companies, while also providing an invaluable connection between what students are learning in the classroom today and how it applies to the paths they'll take in the future.

NO.	COURSE	GRADE	CREDIT
<u>PROJECT LEAD THE WAY (PLTW)</u>			
<u>GATEWAY TO TECHNOLOGY I:</u>			

DESIGN AND MODELING AND APP CREATORS (INNOVATIVE)

See Sequence of Courses:

<u>0613210 DESIGN AND MODELING</u>	6th - 8th Grade	Fall Semester
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Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy. Combined with App Creators, these two courses earn a total .5 high school credit when the student successfully completes both Fall & Spring courses of the course pairing.

<u>0613200 APP CREATORS</u>	6th - 8th Grade	Spring Semester
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This unit exposes students to computer science as a means of computationally analyzing and developing solutions to authentic problems through mobile app development and conveys the positive impact of the application of computer science to other disciplines and to society. Combined with Design and Modeling, these two courses earn a total .5 high school credit when the student successfully completes both Fall & Spring courses of the course pairing.

PLTW GATEWAY TO TECHNOLOGY II:

AUTOMATION AND ROBOTICS AND CS FOR INNOVATORS AND MAKERS

See Sequence of Courses

<u>0713200 AUTOMATION AND ROBOTICS</u>	7th - 8th Grade	Fall Semester
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Students learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems. Using the VEX Robotics platform, students apply what they know to design and program traffic lights, robotic arms, and more. Combined with Computer Science for Innovators and Makers, these two courses earn a total .5 high school credit when the student successfully completes both Fall & Spring courses of the course pairing.

<u>0713230 COMPUTER SCIENCE FOR INNOVATORS AND MAKERS</u>	7th-8th Grade	Spring Semester
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Throughout the unit, students learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant tangible, and shareable projects. Combined with Automation and Robotics, these two courses earn a total .5 high school credit when the student successfully completes both Fall & Spring courses of the course pairing.

NO.	COURSE	GRADE	CREDIT
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PLTW GATEWAY TO TECHNOLOGY III:
DESIGN AND MODELING AND MEDICAL DETECTIVES
 See Sequence of Courses

<u>0813210 DESIGN AND MODELING</u>	7th-8th Grade	Fall Semester
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Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy. Combined with Medical Detectives, these two courses earn a total .5 high school credit when the student successfully completes both Fall & Spring courses of the course pairing.

<u>0813220 MEDICAL DETECTIVES</u>	7th-8th Grade	Spring Semester
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Students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a "crime scene." They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health. Combined with Design and Modeling, these two courses earn a total .5 high school credit when the student successfully completes both Fall & Spring courses of the course pairing.

PLTW GATEWAY TO TECHNOLOGY IV:
APP CREATORS AND CS FOR INNOVATORS AND MAKERS
 See Sequence of Courses

<u>0813200 APP CREATORS</u>	7th-8th Grade	Fall Semester
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This unit exposes students to computer science as a means of computationally analyzing and developing solutions to authentic problems through mobile app development and conveys the positive impact of the application of computer science to other disciplines and society. Combined with Computer Science for Innovators and Makers, these two courses earn a total .5 high school credit when the student successfully completes both Fall & Spring courses of the course pairing.

<u>0813230 COMPUTER SCIENCE FOR INNOVATORS AND MAKERS</u>	7th-8th Grade	Spring Semester
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Throughout the unit, students learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant tangible, and shareable projects. Combined with App Creators, these two courses earn a total .5 high school credit when the student successfully completes both Fall & Spring courses of the course pairing.

CAREER AND TECHNICAL EDUCATION COURSES

In an effort to offer a thematic-based approach where students take a sequence of courses to receive specialized training in a particular career pathway, Duncanville ISD offers additional career courses at the middle school level. This approach adapts to the realities of a knowledge-based economy that requires complex critical thinking skills and applied learning. The goal for each course offered is to implement rigorous coursework, provide relevance of learning, and to develop business and industry relationships that enhance student learning. The career courses will fully integrate academic and technical skills that prepare students for post-secondary education, training, and productive entry into the workforce.

0713202 INVESTIGATING CAREERS

7th Grade Only

Semester

The goal of this course is to create a foundation for success in high school, future studies, and careers such as Science, Technology, Engineering, and Mathematics; Business and Industry; Public Service; Arts and Humanities; and Multidisciplinary Studies. The students research labor market information, learn job-seeking skills, and create documents required for employment.

0713203 COLLEGE AND CAREER READINESS

7th Grade

Semester

The career development process is unique to every person and evolves throughout one's life. Students will use decision-making and problem-solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communications to make informed decisions. This course is designed to guide students through the process of investigation and in the development of a college and career readiness achievement plan. Students will use interest inventory software or other tools available to explore college and career areas of personal interest. Students will use this information to explore educational requirements for various colleges and a variety of chosen career paths.

0813204 HIGH SCHOOL CAREER PREPARATION

8th Grade

Full Year

This course is designed to help students strengthen decision-making skills in order to assist them with career choices. Students will have the opportunity to become acquainted with the process for locating and securing employment. Topics include career planning, acquiring productive work habits, and choosing a career in relation to one's lifestyle. Students apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to set long-term financial goals based on those options. Students will determine methods of achieving long-term financial goals through investment, tax planning, asset allocation, risk management, retirement planning, and estate planning. Upon completion, high school credit will be awarded for Money Matters.

13PC002 PROFESSIONAL COMMUNICATIONS

8th Grade Only

Semester

1/2 HS Credit

Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. Upon completion high school credit will be awarded for Professional Communications. Upon completion of this course, students will receive ½ high school elective credit for Professional Communication.

NO.	COURSE	GRADE	CREDIT
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13BIM02 BUSINESS INFORMATION MANAGEMENT I **8th Grade** **Full Year**

1 HS Credit

This course is a full year computer course that develops technology skills with application to personal or business situations, focusing on Word Processing, Spreadsheets, Presentation Management and Database Development. Current business application software is utilized in the course. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education.

13AAV02 PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, and COMMUNICATIONS

1 HS Credit **8th Grade** **Full Year**

Careers in the Arts, Audio/Video Technology, and Communications career cluster require, in addition to creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

13GOV02 PRINCIPLES OF GOVERNMENT and PUBLIC ADMINISTRATION

1 HS Credit **8th Grade** **Full Year**

Government and Public Administration introduce students to foundations of governmental functions and career opportunities within the United States. Students will examine governmental documents such as the United States Constitution and the Bill of Rights.

0713208 HEALTH SCIENCE INVESTIGATING CAREERS

7th Grade **Full Year**

The goal of this course is to create a foundation for success in high school, future studies, and careers such as Science, Technology, Engineering, and Mathematics; Business and Industry; Public Service; Arts and Humanities; and Multidisciplinary Studies. The students research labor market information, learn job-seeking skills, and create documents required for employment.

0713208 HEALTH SCIENCE INVESTIGATING CAREERS

8th Grade **Full Year**

Students will have the opportunity to become acquainted with the process for locating and securing employment through work-based learning experiences. Upon completion, students will have the opportunity to earn an industry-based certification.

NO.	COURSE	GRADE	CREDIT
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0813209 and 0813210 COMPREHENSIVE WELLNESS I AND II

8th Grade

Full Year

Comprehensive Wellness expands the traditional wellness model to include individual development and growth. Students will explore how to be safe and secure with their own physical and emotional selves, solidify their individual and social identity and recognize the abilities needed to achieve health direction and purpose in their lives.

0813213 and 0813214 PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, and COMMUNICATIONS

1 HS Credit

8th Grade

Full Year

In Principles of Information Technology, students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

0813205 STEAM CAREER PREP

1 HS Credit

8th Grade

Full Year

Students will have the opportunity to become acquainted with the process for locating and securing employment through work-based learning experiences. Upon completion, students will have the opportunity to earn an industry-based certification.

0813206 and 0813207 PRINCIPLES OF APPLIED ENGINEERING & PRINCIPLES OF ARTS AV

7th Grade

Full Year

Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will have an understanding of the various fields of engineering and will be able to make informed career decisions. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments

The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

FINE ARTS ELECTIVES – BAND AND CHOIR

The Symphonic Band I is an advanced performing group with preparation for the high school band program as a primary objective. Students will perform at concerts and contests throughout the school year. Students will have the opportunity to perform at the solo and ensemble contests provided they have met the eligibility requirements. Instrumentation is limited to those showing advanced performance abilities and superior attitudes. Members are selected by audition and must meet the minimum requirements for performance Level III.

0810204 SYMPHONIC BAND I 8th Grade Full Year

The Symphonic Band I is an advanced performing group with preparation for the high school band program as a primary objective. Students will perform at concerts and contests throughout the school year. Students will also have the opportunity to perform at the solo and ensemble contests provided they have met the eligibility requirements. Instrumentation is limited to those who show advanced performance abilities and superior attitudes. Members are selected by audition and must meet the minimum requirements for performance Level III.

0710204 SYMPHONIC BAND II 7th Grade Full Year

The Symphonic Band II is an advanced performing group with preparation for Symphonic Band I and high school band program. Students will perform at concerts and contests throughout the school year. Students will have the opportunity to perform at the solo and ensemble contests provided they have met the eligibility requirements. Instrumentation is limited to those showing advanced performance abilities and superior attitudes. Members are selected by audition and must meet the minimum requirements for performance Level III.

0810205 SYMPHONIC BAND II 8th Grade Full Year

The Symphonic Band II is an advanced performing group with preparation for Symphonic Band I and high school band program as a primary objective. Students will perform at concerts and contests throughout the school year. Students will have the opportunity to perform at the solo and ensemble contests provided they have met the eligibility requirements. Instrumentation is limited to those who show advanced performance abilities and superior attitudes. Members are selected by audition and must meet the minimum requirements for performance Level III.

0710205 SYMPHONIC BAND III 7th Grade Full Year

The Instrumental Music class is a non-performing class designed to continue the musical growth of its members. Students may enter the solo and the ensemble contest provided they have met the academic requirements and are selected by the directors to perform. Students will have opportunities to perform as guest members of Symphonic II, provided they have mastered all current objectives. Members are selected by audition and must meet the minimum requirements for performance Level I.

0810206 SYMPHONIC BAND III 8th Grade Full Year

The Instrumental Music class is a non-performing class designed to continue the musical growth of its members. Students may enter the solo and the ensemble contest provided they have met the academic requirements and are selected by the directors to perform. Students will have opportunities to perform as guest members of Symphonic II, provided they have mastered all current objectives. Members are selected by audition and must meet the minimum requirements for performance Level I.

NO.	COURSE	GRADE	CREDIT
0710206	GIRLS SELECT CHOIR	7th Grade	Full Year

Prerequisite: Choir Director Approval

Selection for this choir is based on an audition. During the year, this group will be periodically combined with the boys' choir to form a mixed choir for concerts, competitions, and community events.

0810207	GIRLS SELECT CHOIR	8th Grade	Full Year
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Prerequisite: Choir Director Approval

Selection for this choir is based on an audition. During the year, this group will be periodically combined with the boys' choir to form a mixed choir for concerts, competitions, and community event.

0710207	GIRLS HONOR CHOIR	7th Grade	Full Year
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Prerequisite: Choir Director Approval

Selection for this choir is based on audition. This choir will consist of 7th and 8th grade girls. This choir performs and competes in all concerts and contests.

0810208	GIRLS HONOR CHOIR	8th Grade	Full Year
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Prerequisite: Choir Director Approval

Selection for this choir is based on audition. This choir will consist of 7th and 8th grade girls. This choir performs and competes in all concerts and contests.

0710208	GENERAL MUSIC	7th Grade	Semester
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Prerequisite: Choir Director Approval (No Prerequisite)

This class is open to all students interested in learning more about music. This is not a performing class. This class will study a variety of music topics.

0810209	GENERAL MUSIC	8th Grade	Semester
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This class is open to all students interested in learning more about music. This is not a performing class. This class will study a variety of music topics.

0710210	BOYS CHOIR	7th Grade	Full Year
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Selection for this choir is based on an audition. During the year, this group will be periodically combined with the girls' choir to form a mixed choir for concerts, competitions, and community events.

0810211	BOYS CHOIR	8th Grade	Full Year
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Prerequisite: Choir Director Approval

Selection for this choir is based on an audition. During the year, this group will be periodically combined with the girls' choir to form a mixed choir for concerts, competitions, and community events.

All students must complete two semesters of physical education in middle school. It is recommended that this requirement be completed in the 7th grade. Athletics will substitute for the physical education requirement. However, please check with your counselor concerning specific requirements for the different sports.

PHYSICAL EDUCATION/ ATHLETICS

NO.	COURSE	GRADE	CREDIT
0708201 (7th)	PHYSICAL EDUCATION	7th Grade	Full Year
0808201 (8th)	PHYSICAL EDUCATION	8th Grade	Full Year

Students in this course will acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity. Students will learn specialized skills and concepts that lead to confidence and competency in a variety of physical activities. Physical activity will include lessons from team sports, individual sports, aerobic sports and adventure outdoor sports.

0708202 Athletics Boys 7th Grade Full Year

The athletics program is based on improving basic skills, setting and attaining goals, self-discipline, and desirable social behavior. Students wishing to play any of the athletic sports are required to have an athletic physical by a doctor and complete the athletic paperwork requirements. Any student moving into the district mid-season who wishes to participate in athletics will not be placed in athletics without the coaches' approval.

By signing up for first semester boy's athletics, students will be enrolled in football/basketball. Students intending on trying out for basketball and/or track only and not playing football need to sign up for boys athletics and indicate on their choice sheet their intention to try out by writing "basketball only," "track only," or "basketball/track only." Boys' basketball tryouts will occur at the end of football season. Track tryouts will be in the spring.

0708205 Athletics Girls 7th Grade Full Year

The athletics program is based on improving basic skills, setting and attaining goals, self-discipline, and desirable social behavior. Students wishing to play any of the athletic sports are required to have an athletic physical by a doctor and complete the athletic paperwork requirements. Any student moving into the district mid-season who wishes to participate in athletics will not be placed in athletics without the coaches' approval.

By signing up for first semester girl's athletics, students will be enrolled in volleyball/basketball. Students intending on trying out for basketball and/or track only and not playing volleyball need to sign up for girls athletics and indicate on their choice sheet their intention to try out by writing "basketball only," "track only," or "basketball/track only." Girls' basketball tryouts will occur at the end of volleyball season. Track tryouts will be in the spring.

0708207 Tennis 7th – 8th Grade Full Year

The athletics program is based on improving basic skills, setting and attaining goals, self-discipline, and desirable social behavior. Students wishing to play any of the athletic sports are required to have an athletic physical by a doctor and complete the athletic paperwork requirements. Any student moving into the district mid-season, who wishes to participate in athletics will not be placed in athletics without the coaches' approval. Tryouts for tennis will be held at the start of the school year.

0808202 Athletics Boys

8th Grade

Full Year

The athletics program is based on improving basic skills, setting and attaining goals, self-discipline, and desirable social behavior. Students wishing to play any of the athletic sports are required to have an athletic physical by a doctor and complete the athletic paperwork requirements. Any student moving into the district mid-season who wishes to participate in athletics will not be placed in athletics without the coaches' approval.

By signing up for first semester boys' athletics, students will be enrolled in football/basketball. Students intending on trying out for basketball and/or track only and not playing football need to sign up for boys athletics and indicate on their choice sheet their intention to try out by writing "basketball only," "track only," or "basketball/track only." Boys' basketball tryouts will occur at the end of football season. Track tryouts will be in the spring.

0808205 Athletics Girls

8th Grade

Full Year

The athletics program is based on improving basic skills, setting and attaining goals, self-discipline, and desirable social behavior. Students wishing to play any of the athletic sports are required to have an athletic physical by a doctor and complete the athletic paperwork requirements. Any student moving into the district mid-season, who wishes to participate in athletics will not be placed in athletics without the coaches' approval.

By signing up for first semester girls' athletics, students will be enrolled in volleyball/basketball. Students intending on trying out for basketball and/or track only and not playing volleyball need to sign up for girls athletics and indicate on their choice sheet their intention to try out by writing "basketball only," "track only," or "basketball/track only." Girls' basketball tryouts will occur at the end of volleyball season. Track tryouts will be in the spring.

*** Off campus Sports-Parent will transport to high school and school bus will transport to home campus.

0708203 (7th) Golf ***

7th- 8th Grade

Full Year

0808203 (8th)

The athletics program is based on improving basic skills, setting and attaining goals, self-discipline, and desirable social behavior. Students wishing to play any of the athletic sports are required to have an athletic physical by a doctor and complete the athletic paperwork requirements. Any student moving into the district mid-season who wishes to participate in athletics will not be placed in athletics without the coaches' approval.

Golf is an off campus sport. Parents will be required to transport their student to the high school at a time specified by the head coach of the sport and a school bus will transport the student to their middle school campus after practice each day. Tryouts for golf will be held at the start of the school year.

0708201 (7th) Swim***

7th-8th Grade

Full Year

0808201 (8th)

The athletics program is based on improving basic skills, setting and attaining goals, self-discipline, and desirable social behavior. Students wishing to play any of the athletic sports are required to have an athletic physical by a doctor and complete the athletic paperwork requirements. Any student moving into the district mid-season who wishes to participate in athletics will not be placed in athletics without the coaches' approval. Swimming is an off campus sport. Parents will be required to transport their student to the high school at a time specified by the head coach of the sport and a school bus will transport the student to their middle school campus after practice each day. Tryouts for swimming will be held at the start of the school year.

NO.	COURSE	GRADE	CREDIT
0708203 (7th) 0808203 (8th)	Baseball***	7th-8th Grade	Full Year

The athletics program is based on improving basic skills, setting and attaining goals, self-discipline, and desirable social behavior. Students wishing to play any of the athletic sports are required to have an athletic physical by a doctor and complete the athletic paperwork requirements. Any student moving into the district mid-season who wishes to participate in athletics will not be placed in athletics without the coaches' approval.

Baseball is an off campus sport. Parents will be required to transport their student to the high school at a time specified by the head coach of the sport and a school bus will transport the student to their middle school campus after practice each day. Tryouts for baseball will be held at the start of the school year.

0708203 (7th) 0808203 (8th)	Softball***	7th-8th Grade	Full Year
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The athletics program is based on improving basic skills, setting and attaining goals, self-discipline, and desirable social behavior. Students wishing to play any of the athletic sports are required to have an athletic physical by a doctor and complete the athletic paperwork requirements. Any student moving into the district mid-season who wishes to participate in athletics will not be placed in athletics without the coaches' approval.

Softball is an off campus sport. Parents will be required to transport their student to the high school at a time specified by the head coach of the sport and a school bus will transport the student to their middle school campus after practice each day. Tryouts for Softball will be held at the start of the school year.

0708201 (7th) 0808201 (8th)	Cross Country	7th-8th Grade	Full Year
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The athletics program is based on improving basic skills, setting and attaining goals, self-discipline, and desirable social behavior. Students wishing to play any of the athletic sports are required to have an athletic physical by a doctor and complete the athletic paperwork requirements. Any student moving into the district mid-season who wishes to participate in athletics will not be placed in athletics without the coaches' approval.

Cross Country is an on campus sport. Tryouts for Cross Country will be held at the start of the school year.

All students must complete two semesters of physical education in middle school. It is recommended that this requirement be completed in the 7th grade. Athletics will substitute for the physical education requirement. However, please check with your counselor concerning specific requirements for the different sports.

****By signing up for first semester boy's athletics, students will be enrolled in football/basketball. Students intending on trying out for basketball and/or track only and not playing football need to sign up for physical education and indicate on their choice sheet their intention to try out by writing "basketball only," "track only," or "basketball/track only." Boys' basketball tryouts will occur at the end of football. Boys who make the team will be transferred into boy's athletic period.**

***** Off campus Sports-Parent will transport to high school and school bus will transport to home campus.**

0714217 (7th) 0814217 (8th)	CHEER CLASS	7TH – 8th Grade	Full Year
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Prerequisite: Tryouts required.

The primary purpose of cheer class is to learn the importance of teamwork and promote school spirit and pride.

**Duncanville ISD Graduation Plan: Arts and Humanities Endorsement-Fine Arts
Band and Choir**

Last Name _____ First _____ M _____ Cohort Enrollment Date _____ Cohort Expected Graduation Date _____ Student ID No. _____ <input type="checkbox"/> ELL <input type="checkbox"/> 504 <input type="checkbox"/> Special Education <input type="checkbox"/> Migrant <input type="checkbox"/> Retained ____ #of times <input type="checkbox"/> GATE <input type="checkbox"/> Other _____		8th Grade Courses for High School Credit	Met Expectations Spanish I Pre-AP _____ <input type="checkbox"/> YES <input type="checkbox"/> NO TSDE _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Health _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Algebra _____ <input type="checkbox"/> YES <input type="checkbox"/> NO H.S. Career Prep _____ <input type="checkbox"/> YES <input type="checkbox"/> NO		
	9TH Grade	10TH Grade	11TH Grade	12TH Grade	
FOUNDATION COURSES	<input type="checkbox"/> English I <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra I <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Biology <input type="checkbox"/> Pre AP <input type="checkbox"/> World Geography <input type="checkbox"/> Pre AP <input type="checkbox"/> AP Human Geography <input type="checkbox"/> PE (1) <input type="checkbox"/> Fine Art _____ <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English II <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Integrated Science <input type="checkbox"/> Chemistry <input type="checkbox"/> Pre AP <input type="checkbox"/> World History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English III <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Advanced Math _____ <input type="checkbox"/> Physics I <input type="checkbox"/> Pre AP <input type="checkbox"/> Chemistry I <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Chemistry II <input type="checkbox"/> AP <input type="checkbox"/> Biology II <input type="checkbox"/> AP <input type="checkbox"/> US History <input type="checkbox"/> AP <input type="checkbox"/> US History <i>Dual Credit</i> <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English IV <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Advanced English <input type="checkbox"/> _____ <input type="checkbox"/> Advanced Math <input type="checkbox"/> _____ <input type="checkbox"/> Advanced Science <input type="checkbox"/> _____ <input type="checkbox"/> CTE Science <input type="checkbox"/> _____ <input type="checkbox"/> Government <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Macro-Economics <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
	ARTS AND HUMANITIES (Band and Choir)	9th	10th	11th	12th
		Fine Arts - Band	Fine Arts - Band	Fine Arts - Band	Fine Arts - Band
		<input type="checkbox"/> Symphonic Band I	<input type="checkbox"/> Symphonic Band II	<input type="checkbox"/> Symphonic Band III	<input type="checkbox"/> Symphonic Band IV
		<input type="checkbox"/> Concert Band I	<input type="checkbox"/> Concert Band II	<input type="checkbox"/> Concert Band III	<input type="checkbox"/> Concert Band IV
		<input type="checkbox"/> Varsity Band I	<input type="checkbox"/> Varsity Band II	<input type="checkbox"/> Varsity Band III	<input type="checkbox"/> Varsity Band IV
		<input type="checkbox"/> Wind Ensemble I	<input type="checkbox"/> Honors Band II	<input type="checkbox"/> Honors Band III	<input type="checkbox"/> Honors Band IV
		<input type="checkbox"/> Instrumental Ensemble (paired)	<input type="checkbox"/> Instrumental Ensemble (paired)	<input type="checkbox"/> Instrumental Ensemble (paired)	<input type="checkbox"/> Instrumental Ensemble (paired)
			<input type="checkbox"/> Wind Ensemble II	<input type="checkbox"/> Wind Ensemble III	<input type="checkbox"/> Wind Ensemble IV
			<input type="checkbox"/> Instrumental Ensemble (paired) I	<input type="checkbox"/> Instrumental Ensemble (paired)	<input type="checkbox"/> Instrumental Ensemble (paired)
			<input type="checkbox"/> Applied Music I	<input type="checkbox"/> Applied Music II	<input type="checkbox"/> Applied Music III
		Fine Arts - Choir	Fine Arts - Choir	Fine Arts - Choir	Fine Arts - Choir
		<input type="checkbox"/> Concert Women's Choir I	<input type="checkbox"/> Concert Women's Choir II	<input type="checkbox"/> Concert Women's Choir III	<input type="checkbox"/> Concert Women's Choir IV
		<input type="checkbox"/> Concert Men's Choir I	<input type="checkbox"/> Concert Men's Choir II	<input type="checkbox"/> Concert Men's Choir III	<input type="checkbox"/> Concert Men's Choir IV
		<input type="checkbox"/> Varsity Women's Choir I H	<input type="checkbox"/> Varsity Women's Choir II H	<input type="checkbox"/> Varsity Women's Choir III H	<input type="checkbox"/> Varsity Women's Choir IV H
<input type="checkbox"/> Varsity Men's Choir I H		<input type="checkbox"/> Varsity Men's Choir II H	<input type="checkbox"/> Varsity Men's Choir III H	<input type="checkbox"/> Varsity Men's Choir IV H	
<input type="checkbox"/> A Cappella I H		<input type="checkbox"/> Vocal Ensemble Velocity II H	<input type="checkbox"/> Vocal Ensemble Velocity III H	<input type="checkbox"/> Vocal Ensemble Velocity IV H	
		<input type="checkbox"/> Vocal Ensemble Chamber II H	<input type="checkbox"/> Vocal Ensemble Chamber III H	<input type="checkbox"/> Vocal Ensemble Chamber IV H	
		<input type="checkbox"/> A Cappella II H	<input type="checkbox"/> A Cappella III H	<input type="checkbox"/> A Cappella IV H	
			<input type="checkbox"/> Music Theory AP	<input type="checkbox"/> Music Theory AP	

**Duncanville ISD Graduation Plan: Arts and Humanities Endorsement-Fine Arts
Foreign Language**

Last Name _____ First _____ M _____ Cohort Enrollment Date _____ Cohort Expected Graduation Date _____ Student ID No. _____ <input type="checkbox"/> ELL <input type="checkbox"/> 504 <input type="checkbox"/> Special Education <input type="checkbox"/> Migrant <input type="checkbox"/> Retained _____ #of times <input type="checkbox"/> GATE <input type="checkbox"/> Other _____			8th Grade Courses for High School Credit	Met Expectations Spanish I Pre-AP _____ <input type="checkbox"/> YES <input type="checkbox"/> NO TSDE _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Health _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Algebra _____ <input type="checkbox"/> YES <input type="checkbox"/> NO H.S. Career Prep _____ <input type="checkbox"/> YES <input type="checkbox"/> NO					
FOUNDATION COURSES	9TH Grade			10TH Grade		11TH Grade		12TH Grade	
	<input type="checkbox"/> English I <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra I <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Biology <input type="checkbox"/> Pre AP <input type="checkbox"/> World Geography <input type="checkbox"/> Pre AP <input type="checkbox"/> AP Human Geography <input type="checkbox"/> PE (1) <input type="checkbox"/> Fine Art _____ <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____			<input type="checkbox"/> English II <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Integrated Science <input type="checkbox"/> Chemistry <input type="checkbox"/> Pre AP <input type="checkbox"/> World History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____		<input type="checkbox"/> English III <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Advanced Math _____ <input type="checkbox"/> Physics I <input type="checkbox"/> Pre AP <input type="checkbox"/> Chemistry I <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Chemistry II <input type="checkbox"/> AP <input type="checkbox"/> Biology II <input type="checkbox"/> AP <input type="checkbox"/> US History <input type="checkbox"/> AP <input type="checkbox"/> US History <i>Dual Credit</i> <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____		<input type="checkbox"/> English IV <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Advanced English <input type="checkbox"/> Advanced Math <input type="checkbox"/> Advanced Science <input type="checkbox"/> CTE Science <input type="checkbox"/> Government <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Macro-Economics <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
	9th			10th		11th		12th	
	Foreign Language			Foreign Language		Foreign Language		Foreign Language	
	<input type="checkbox"/> Spanish I		<input type="checkbox"/> Spanish I		<input type="checkbox"/> Spanish I		<input type="checkbox"/> Spanish II		
	<input type="checkbox"/> Spanish II		<input type="checkbox"/> Spanish II		<input type="checkbox"/> Spanish II		<input type="checkbox"/> Spanish III		
	<input type="checkbox"/> French I		<input type="checkbox"/> Spanish III		<input type="checkbox"/> Spanish III		<input type="checkbox"/> Spanish Dual Credit		
	<input type="checkbox"/> Latin I		<input type="checkbox"/> Spanish Dual Credit		<input type="checkbox"/> Spanish Dual Credit		<input type="checkbox"/> Spanish IV		
	<input type="checkbox"/> Accelerated Spanish-I		<input type="checkbox"/> French I		<input type="checkbox"/> Spanish IV		<input type="checkbox"/> Spanish Dual Credit		
	<input type="checkbox"/> Accelerated Spanish-II		<input type="checkbox"/> French II		<input type="checkbox"/> Spanish Dual Credit		<input type="checkbox"/> Latin II		
			<input type="checkbox"/> Latin I		<input type="checkbox"/> French I		<input type="checkbox"/> Latin III		
			<input type="checkbox"/> Latin II		<input type="checkbox"/> French II		<input type="checkbox"/> Latin IV		
					<input type="checkbox"/> French III		<input type="checkbox"/>		
					<input type="checkbox"/> Latin I		<input type="checkbox"/>		
					<input type="checkbox"/> Latin II				
				<input type="checkbox"/> Latin III					
American Sign Language		American Sign Language		American Sign Language		American Sign Language			
		<input type="checkbox"/> ASL I		<input type="checkbox"/> ASL I		<input type="checkbox"/> ASL II			
				<input type="checkbox"/> ASL II		<input type="checkbox"/> ASL III			

**Duncanville ISD Graduation Plan: Arts and Humanities Endorsement-Fine Arts
Social Studies**

Last Name _____ First _____ M _____ Cohort Enrollment Date _____ Cohort Expected Graduation Date _____ Student ID No. _____ <input type="checkbox"/> ELL <input type="checkbox"/> 504 <input type="checkbox"/> Special Education <input type="checkbox"/> Migrant <input type="checkbox"/> Retained ____#of times <input type="checkbox"/> GATE <input type="checkbox"/> Other _____		8th Grade Courses For High School Credit	<i>Met Expectations</i> Spanish I Pre-AP _____ <input type="checkbox"/> YES <input type="checkbox"/> NO TSDE _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Health _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Algebra _____ <input type="checkbox"/> YES <input type="checkbox"/> NO H.S. Career Prep _____ <input type="checkbox"/> YES <input type="checkbox"/> NO							
9TH Grade			10TH Grade		11TH Grade		12TH Grade			
FOUNDATION COURSES			<input type="checkbox"/> English I <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra I <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Biology <input type="checkbox"/> Pre AP <input type="checkbox"/> World Geography <input type="checkbox"/> Pre AP <input type="checkbox"/> AP Human Geography <input type="checkbox"/> PE (1) <input type="checkbox"/> Fine Art _____ <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____		<input type="checkbox"/> English II <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Integrated Science <input type="checkbox"/> Chemistry <input type="checkbox"/> Pre AP <input type="checkbox"/> World History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____		<input type="checkbox"/> English III <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Advanced Math _____ <input type="checkbox"/> Physics I <input type="checkbox"/> Pre AP <input type="checkbox"/> Chemistry I <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Chemistry II. <input type="checkbox"/> AP <input type="checkbox"/> Biology II <input type="checkbox"/> AP <input type="checkbox"/> US History <input type="checkbox"/> AP <input type="checkbox"/> US History <i>Dual Credit</i> <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____		<input type="checkbox"/> English IV <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Advanced English <input type="checkbox"/> _____ <input type="checkbox"/> Advanced Math <input type="checkbox"/> _____ <input type="checkbox"/> Advanced Science <input type="checkbox"/> _____ <input type="checkbox"/> CTE Science <input type="checkbox"/> _____ <input type="checkbox"/> Government <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Macro-Economics. <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
			9th		10th		11th		12th	
			Social Studies Elective		Social Studies Elective		Social Studies Elective		Social Studies Elective	
		<input type="checkbox"/> World Geography		<input type="checkbox"/> World Geography		<input type="checkbox"/> World Geography		<input type="checkbox"/> World Geography		
		<input type="checkbox"/> AP Human Geography		<input type="checkbox"/> AP World History		<input type="checkbox"/> Law Studies		<input type="checkbox"/> Law Studies		
		<input type="checkbox"/> Psychology		<input type="checkbox"/> Psychology		<input type="checkbox"/> Psychology				
				<input type="checkbox"/> Sociology		<input type="checkbox"/> Sociology				
				<input type="checkbox"/> African American Studies		<input type="checkbox"/> African American Studies				
				<input type="checkbox"/> Asian American Studies		<input type="checkbox"/> Asian American Studies				
				<input type="checkbox"/> World Wars of the 20th Century		<input type="checkbox"/> World Wars of the 20th Century				
				<input type="checkbox"/> AP Psychology/Social Studies Research Methods		<input type="checkbox"/> AP Psychology/Social Studies Research Methods				
				<input type="checkbox"/> AP Human Geography		<input type="checkbox"/> AP Human Geography				
				<input type="checkbox"/> AP European History		<input type="checkbox"/> AP European History				

Duncanville ISD Graduation Plan
Business and Industry Endorsement- Arts, AV Tech, Comm., Journalism,
Debate, Cosmetology & Hospitality & Tourism

Last Name _____ First _____ M _____ Cohort Enrollment Date _____ Cohort Expected Graduation Date _____ Student ID No. _____ <input type="checkbox"/> ELL <input type="checkbox"/> 504 <input type="checkbox"/> Special Education <input type="checkbox"/> Migrant <input type="checkbox"/> Retained _____ #of times <input type="checkbox"/> GATE <input type="checkbox"/> Other _____			8th Grade Courses for High School Credit	Met Expectations Spanish I Pre-AP _____ <input type="checkbox"/> YES <input type="checkbox"/> NO TSDE _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Health _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Algebra _____ <input type="checkbox"/> YES <input type="checkbox"/> NO H.S. Career Prep _____ <input type="checkbox"/> YES <input type="checkbox"/> NO	
--	--	--	---	---	--

	9TH Grade	10TH Grade	11TH Grade	12TH Grade
FOUNDATION COURSES	<input type="checkbox"/> English I <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra I <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Biology <input type="checkbox"/> Pre AP <input type="checkbox"/> World Geography <input type="checkbox"/> Pre AP <input type="checkbox"/> AP Human Geography <input type="checkbox"/> PE (I) <input type="checkbox"/> Fine Art _____ <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English II <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Integrated Science <input type="checkbox"/> Chemistry <input type="checkbox"/> Pre AP <input type="checkbox"/> World History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English III <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Advanced Math _____ <input type="checkbox"/> Physics I <input type="checkbox"/> Pre AP <input type="checkbox"/> Chemistry I <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Chemistry II <input type="checkbox"/> AP <input type="checkbox"/> Biology II <input type="checkbox"/> AP <input type="checkbox"/> US History <input type="checkbox"/> AP <input type="checkbox"/> US History <i>Dual Credit</i> <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English IV <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Advanced English <input type="checkbox"/> _____ <input type="checkbox"/> Advanced Math <input type="checkbox"/> _____ <input type="checkbox"/> Advanced Science <input type="checkbox"/> _____ <input type="checkbox"/> CTE Science <input type="checkbox"/> _____ <input type="checkbox"/> Government <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Macro-Economics. <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____

BUSINESS AND INDUSTRY (Arts/AV/Commination, Journalism, Debate, Cosmetology & Hospitality & Tourism)	9th	10th	11th	12th
	Arts, A/V Tech/Comm	Arts, A/V Tech/Comm	Arts, A/V Tech/Comm	Arts, A/V Tech/Comm
	<input type="checkbox"/> Principles of Arts, A/V Tech and Communications	<input type="checkbox"/> Animation I	<input type="checkbox"/> Animation/Lab II	<input type="checkbox"/> Practicum in Animation
		<input type="checkbox"/> Audio/Video Production I	<input type="checkbox"/> Audio/Video Production II/Lab <input type="checkbox"/> Digital Audio Technology I	<input type="checkbox"/> Practicum in Audio/Video Production <input type="checkbox"/> Digital Audio Technology II
		<input type="checkbox"/> Commercial Photography I	<input type="checkbox"/> Commercial Photography II	<input type="checkbox"/> Practicum in Commercial Photography
		<input type="checkbox"/> Fashion Design I	<input type="checkbox"/> Fashion Design II/Lab	<input type="checkbox"/> Practicum in Fashion Design
		<input type="checkbox"/> Graphic Design and Illustration I	<input type="checkbox"/> Graphic Design and Illustration II/Lab	<input type="checkbox"/> Practicum in Graphic Design
	Journalism	Journalism	Journalism	Journalism
	<input type="checkbox"/> Journalism I	<input type="checkbox"/> Journalism I	<input type="checkbox"/> Journalism I	<input type="checkbox"/> Journalism I
	<input type="checkbox"/> Principles of Arts, A/V Tech and Communications	<input type="checkbox"/> Photojournalism I	<input type="checkbox"/> Photojournalism I	<input type="checkbox"/> Photojournalism I
		<input type="checkbox"/> Photojournalism II	<input type="checkbox"/> Photojournalism II	<input type="checkbox"/> Photojournalism II
		<input type="checkbox"/> Printing and Imaging Technology-I	<input type="checkbox"/> Printing and Imaging Technology-II	<input type="checkbox"/> Practicum Printing and Imaging Technology
	Debate	Debate	Debate	Debate
	<input type="checkbox"/> Debate I	<input type="checkbox"/> Debate I	<input type="checkbox"/> Debate II	<input type="checkbox"/> Debate II
	<input type="checkbox"/> Professional Communications	<input type="checkbox"/> Debate II	<input type="checkbox"/> Debate III	<input type="checkbox"/> Debate III
		<input type="checkbox"/> Professional Communications		<input type="checkbox"/> Debate IV
				<input type="checkbox"/> Professional Communications
	Cosmetology	Cosmetology	Cosmetology	Cosmetology
	<input type="checkbox"/> Principles of Cosmetology Design and Color Theory	<input type="checkbox"/> Introduction to Cosmetology	<input type="checkbox"/> Cosmetology I	<input type="checkbox"/> Cosmetology II
	Hospitality and Tourism	Hospitality and Tourism	Hospitality and Tourism	Hospitality and Tourism
<input type="checkbox"/> Introduction to Culinary Arts	<input type="checkbox"/> Culinary Arts	<input type="checkbox"/> Advanced Culinary Arts	<input type="checkbox"/> Practicum in Culinary Arts	

Duncanville ISD Graduation Plan

Business and Industry Endorsement- Business Management & Administration, Marketing & Finance

Last Name _____ First _____ M _____ Cohort Enrollment Date _____ Cohort Expected Graduation Date _____ Student ID No. _____ <input type="checkbox"/> ELL <input type="checkbox"/> 504 <input type="checkbox"/> Special Education <input type="checkbox"/> Migrant <input type="checkbox"/> Retained _____ #of times <input type="checkbox"/> GATE <input type="checkbox"/> Other _____			8th Grade Courses for High School Credit	<u><i>Met Expectations</i></u> Spanish I Pre-AP _____ <input type="checkbox"/> YES <input type="checkbox"/> NO TSDE _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Health _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Algebra _____ <input type="checkbox"/> YES <input type="checkbox"/> NO H.S. Career Prep _____ <input type="checkbox"/> YES <input type="checkbox"/> NO	
		9TH Grade	10TH Grade	11TH Grade	12TH Grade
FOUNDATION COURSES	<input type="checkbox"/> English I <input type="checkbox"/> Pre AP	<input type="checkbox"/> English II <input type="checkbox"/> Pre AP	<input type="checkbox"/> English III <input type="checkbox"/> Pre AP <input type="checkbox"/> AP	<input type="checkbox"/> English IV <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i>	
	<input type="checkbox"/> Algebra I <input type="checkbox"/> Pre AP	<input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP	<input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP	<input type="checkbox"/> Advanced English	
	<input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP	<input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP	<input type="checkbox"/> Advanced Math _____	<input type="checkbox"/> Advanced Math	
	<input type="checkbox"/> Biology <input type="checkbox"/> Pre AP	<input type="checkbox"/> Integrated Science	<input type="checkbox"/> Physics I <input type="checkbox"/> Pre AP	<input type="checkbox"/> Advanced Science	
	<input type="checkbox"/> World Geography <input type="checkbox"/> Pre AP	<input type="checkbox"/> Chemistry <input type="checkbox"/> Pre AP	<input type="checkbox"/> Chemistry I <input type="checkbox"/> Pre AP <input type="checkbox"/> AP	<input type="checkbox"/> CTE Science	
	<input type="checkbox"/> AP Human Geography	<input type="checkbox"/> World History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP	<input type="checkbox"/> Chemistry II <input type="checkbox"/> AP	<input type="checkbox"/> Government <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i>	
	<input type="checkbox"/> PE (1)	<input type="checkbox"/> Professional Communications	<input type="checkbox"/> Biology II <input type="checkbox"/> AP	<input type="checkbox"/> Micro- Economics <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i>	
	<input type="checkbox"/> Fine Art _____	<input type="checkbox"/> LOTE _____	<input type="checkbox"/> US History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP	<input type="checkbox"/> Macro-Economics- AP	
	<input type="checkbox"/> LOTE _____	<input type="checkbox"/> _____	<input type="checkbox"/> US History <i>Dual Credit</i>	<input type="checkbox"/> Professional Communications	
	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> Professional Communications	<input type="checkbox"/> LOTE _____	
	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> LOTE _____	<input type="checkbox"/> _____	
	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	
	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	
	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	

BUSINESS AND INDUSTRY (Business, Marketing, and Finance)	9th	10th	11th	12th
	Business Management and Administration	Business Management and Administration	Business Management and Administration	Business Management and Administration
	<input type="checkbox"/> Principles in Business, Marketing and Finance	<input type="checkbox"/> Business Information Management I	<input type="checkbox"/> Business Information Management II	<input type="checkbox"/> Practicum in Business Management & Admin
		<input type="checkbox"/> Business Law	<input type="checkbox"/> Business Management	<input type="checkbox"/> Practicum in Business
				<input type="checkbox"/> Business English
				<input type="checkbox"/> Project-Based Research
	Marketing	Marketing	Marketing	Marketing
	<input type="checkbox"/> Principles in Business, Marketing and Finance	<input type="checkbox"/> Advertising	<input type="checkbox"/> Advertising	<input type="checkbox"/> Entrepreneurship
		<input type="checkbox"/> Fashion Marketing	<input type="checkbox"/> Fashion Marketing	<input type="checkbox"/> Entrepreneurship - DC
		<input type="checkbox"/> Social Media Marketing	<input type="checkbox"/> Social Media Marketing	<input type="checkbox"/> Advanced Marketing
		<input type="checkbox"/> Sports and Entertainment Marketing	<input type="checkbox"/> Sports and Entertainment Marketing	<input type="checkbox"/> Practicum in Marketing and Extended Practicum
		<input type="checkbox"/> Entrepreneurship	<input type="checkbox"/> Entrepreneurship	
		<input type="checkbox"/> Entrepreneurship - DC	<input type="checkbox"/> Entrepreneurship - DC	
			<input type="checkbox"/> Advanced Marketing	
	Finance	Finance	Finance	Finance
<input type="checkbox"/> Principles in Business, Marketing and Finance	<input type="checkbox"/> Accounting I	<input type="checkbox"/> Accounting II	<input type="checkbox"/> Accounting II	
		<input type="checkbox"/> Banking and Financial Services	<input type="checkbox"/> Banking and Financial Services	
			<input type="checkbox"/> Project-Based Research	

Duncanville ISD Graduation Plan- Public Service Endorsement

<p>Last Name _____ First _____ M _____</p> <p>Cohort Enrollment Date _____ Cohort Expected Graduation Date _____</p> <p>Student ID No. _____ <input type="checkbox"/> ELL <input type="checkbox"/> 504 <input type="checkbox"/> Special Education</p> <p><input type="checkbox"/> Migrant <input type="checkbox"/> Retained ____ #of times <input type="checkbox"/> GATE <input type="checkbox"/> Other _____</p>		8th Grade Courses for High School Credit	<p>Spanish I Pre-AP _____ <i>Met Expectations</i> <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>TSDE _____ <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Algebra _____ <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>H.S. Career Prep _____ <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	
--	--	--	--	--

	9 TH Grade	10 TH Grade	11 TH Grade	12 TH Grade	
FOUNDATION COURSES	<input type="checkbox"/> English I <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra I <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Biology <input type="checkbox"/> Pre AP <input type="checkbox"/> World Geography <input type="checkbox"/> Pre AP <input type="checkbox"/> AP Human Geography <input type="checkbox"/> PE (1) <input type="checkbox"/> Fine Art _____ <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English II <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Integrated Science <input type="checkbox"/> Chemistry <input type="checkbox"/> Pre AP <input type="checkbox"/> World History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English III <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Advanced Math _____ <input type="checkbox"/> Physics I <input type="checkbox"/> Pre AP <input type="checkbox"/> Chemistry I <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Chemistry II <input type="checkbox"/> AP <input type="checkbox"/> Biology II <input type="checkbox"/> AP <input type="checkbox"/> US History <input type="checkbox"/> AP <input type="checkbox"/> US History <i>Dual Credit</i> <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English IV <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Advanced English <input type="checkbox"/> _____ <input type="checkbox"/> Advanced Math <input type="checkbox"/> _____ <input type="checkbox"/> Advanced Science <input type="checkbox"/> _____ <input type="checkbox"/> CTE Science <input type="checkbox"/> _____ <input type="checkbox"/> Government <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Macro-Economics <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____	
	PUBLIC SERVICE	9th	10th	11th	12th
		Education	Education	Education	Education
		<input type="checkbox"/> Principles of Education and Training	<input type="checkbox"/> Human Growth and Development	<input type="checkbox"/> Instructional Practices	<input type="checkbox"/> Practicum in Education and Training
		Government and Public Administration	Government and Public Administration	Government and Public Administration	Government and Public Administration
		<input type="checkbox"/> Principles of Government and Public Administration	<input type="checkbox"/> Political Science I	<input type="checkbox"/> Political Science II	<input type="checkbox"/> Practicum in Local, State and Federal Government
		<input type="checkbox"/> Political Science I	<input type="checkbox"/> Political Science II		
		Health Science	Health Science	Health Science	Health Science
		<input type="checkbox"/> Principles of Health Science	<input type="checkbox"/> Anatomy and Physiology	<input type="checkbox"/> Health Science Theory and Health Science Clinical	<input type="checkbox"/> Practicum in Health Science - Pharmacy
			<input type="checkbox"/> Medical Microbiology	<input type="checkbox"/> Anatomy and Physiology	<input type="checkbox"/> Practicum in Health Science - Clinical Nursing Assistant
			<input type="checkbox"/> Medical Terminology	<input type="checkbox"/> Medical Microbiology	
			<input type="checkbox"/> Pathophysiology	<input type="checkbox"/> Medical Terminology	
				<input type="checkbox"/> Pathophysiology	
		Human Services	Human Services	Human Services	Human Services
		<input type="checkbox"/> Principles of Human Services	<input type="checkbox"/> Child Development	<input type="checkbox"/> Counseling and Mental Health	<input type="checkbox"/> Practicum of Human Services
		<input type="checkbox"/> Lifetime Nutrition and Wellness	<input type="checkbox"/> Child Guidance		
	<input type="checkbox"/> Interpersonal Studies				

Duncanville ISD Graduation Plan: STEM Endorsement

Last Name _____ First _____ M _____		8th Grade Courses for High School Credit	Spanish I Pre-AP _____ <i>Met Expectations</i> <input type="checkbox"/> YES <input type="checkbox"/> NO		
Cohort Enrollment Date _____ Cohort Expected Graduation Date _____			TSDE _____ <input type="checkbox"/> YES <input type="checkbox"/> NO		
Student ID No. _____ <input type="checkbox"/> ELL <input type="checkbox"/> 504 <input type="checkbox"/> Special Education			Health _____ <input type="checkbox"/> YES <input type="checkbox"/> NO		
<input type="checkbox"/> Migrant <input type="checkbox"/> Retained ____ #of times <input type="checkbox"/> GATE <input type="checkbox"/> Other _____			Algebra _____ <input type="checkbox"/> YES <input type="checkbox"/> NO		
			H.S. Career Prep _____ <input type="checkbox"/> YES <input type="checkbox"/> NO		
	9TH Grade	10TH Grade	11TH Grade	12TH Grade	
FOUNDATION COURSES	<input type="checkbox"/> English I <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra I <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Biology <input type="checkbox"/> Pre AP <input type="checkbox"/> World Geography <input type="checkbox"/> Pre AP <input type="checkbox"/> AP Human Geography <input type="checkbox"/> PE (1) <input type="checkbox"/> Fine Art _____ <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English II <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Integrated Science <input type="checkbox"/> Chemistry <input type="checkbox"/> Pre AP <input type="checkbox"/> World History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English III. <input type="checkbox"/> AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Advanced Math _____ <input type="checkbox"/> Physics I <input type="checkbox"/> Pre AP <input type="checkbox"/> Chemistry I <input type="checkbox"/> Pre AP <input type="checkbox"/> Chemistry II <input type="checkbox"/> AP <input type="checkbox"/> Biology II <input type="checkbox"/> AP <input type="checkbox"/> US History <input type="checkbox"/> AP <input type="checkbox"/> US History <i>Dual Credit</i> <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English IV <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Advanced English <input type="checkbox"/> _____ <input type="checkbox"/> Advanced Math <input type="checkbox"/> _____ <input type="checkbox"/> Advanced Science <input type="checkbox"/> _____ <input type="checkbox"/> CTE Science <input type="checkbox"/> _____ <input type="checkbox"/> Government <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Macro-Economics. <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____	
	STEM (Engineering, Electronics, Mathematics, Computer Science and Science)	9th	10th	11th	12th
		Engineering	Engineering	Engineering	Engineering
		<input type="checkbox"/> Principles of Applied Engineering	<input type="checkbox"/> Engineering Design & Presentation I	<input type="checkbox"/> Engineering Design & Presentation II DC	<input type="checkbox"/> Practicum in STEM
		<input type="checkbox"/> Introduction to Engineering	<input type="checkbox"/> Engineering Design & Presentation I DC	<input type="checkbox"/> Robotics II	<input type="checkbox"/> Engineering Mathematics
			<input type="checkbox"/> Robotics I	<input type="checkbox"/> Engineering Mathematics	<input type="checkbox"/> Scientific Research & Design
			<input type="checkbox"/> Principles of Engineering	<input type="checkbox"/> Engineering Design & Development	
		Electronics	Electronics	Electronics	Electronics
		<input type="checkbox"/> Principles of Applied Engineering	<input type="checkbox"/> AC/DC Electronics	<input type="checkbox"/> Solid State Electronics	<input type="checkbox"/> Practicum in STEM & Extended Practicum
			<input type="checkbox"/> AC/DC Electronics DC	<input type="checkbox"/> Solid State Electronics DC	<input type="checkbox"/> Engineering Mathematics
				<input type="checkbox"/> Engineering Mathematics	<input type="checkbox"/> Scientific Research & Design
		Mathematics	Mathematics	Mathematics	Mathematics
		<input type="checkbox"/> Algebra-I	<input type="checkbox"/> Algebra II	<input type="checkbox"/> Pre-Calculus PAP	<input type="checkbox"/> Calculus AP (AB)
		<input type="checkbox"/> Geometry PAP	<input type="checkbox"/> Algebra II-Pre-AP	<input type="checkbox"/> Pre-Calculus PAP DC	<input type="checkbox"/> Calculus AP (BC)
				<input type="checkbox"/> Statistics AP	
Computer Science		Computer Science	Computer Science	Computer Science	
<input type="checkbox"/> Fundamentals of Computer Science		<input type="checkbox"/> AP Computer Science Principles	<input type="checkbox"/> Computer Science I	<input type="checkbox"/> Independent Study in Technology	
				<input type="checkbox"/> AP Computer Science A	
Science		Science	Science	Science	
<input type="checkbox"/> Biology I PAP		<input type="checkbox"/> Chemistry PAP	<input type="checkbox"/> Physics PAP	<input type="checkbox"/> Biology II AP	
		<input type="checkbox"/> Anatomy & Physiology H	<input type="checkbox"/> Anatomy & Physiology H	<input type="checkbox"/> Chemistry II AP	
		<input type="checkbox"/> Physics PAP	<input type="checkbox"/> Food Science	<input type="checkbox"/> Physics II AP	
			<input type="checkbox"/> Environmental Science	<input type="checkbox"/> Anatomy & Physiology H	
			<input type="checkbox"/> Physics I AP	<input type="checkbox"/> Medical Microbiology	
			<input type="checkbox"/> Medical Microbiology		

Business and Industry Endorsement- Agriculture, Architecture, Manufacturing, Transportation & Information Technology

40

Duncanville ISD Graduation Plan
Business and Industry Endorsement- Business Management & Administration, Marketing & Finance

Last Name _____ First _____ M _____ Cohort Enrollment Date _____ Cohort Expected Graduation Date _____ Student ID No. _____ <input type="checkbox"/> ELL <input type="checkbox"/> 504 <input type="checkbox"/> Special Education <input type="checkbox"/> Migrant <input type="checkbox"/> Retained _____ #of times <input type="checkbox"/> GATE <input type="checkbox"/> Other _____			8th Grade Courses for High School Credit	Met Expectations Spanish I Pre-AP _____ <input type="checkbox"/> YES <input type="checkbox"/> NO TSDE _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Health _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Algebra _____ <input type="checkbox"/> YES <input type="checkbox"/> NO H.S. Career Prep _____ <input type="checkbox"/> YES <input type="checkbox"/> NO	
	9TH Grade <input type="checkbox"/> English I <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra I <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Biology <input type="checkbox"/> Pre AP <input type="checkbox"/> World Geography <input type="checkbox"/> Pre AP <input type="checkbox"/> AP Human Geography <input type="checkbox"/> PE (1) <input type="checkbox"/> Fine Art _____ <input type="checkbox"/> LOTE _____ <input type="checkbox"/> - _____ <input type="checkbox"/> - _____ <input type="checkbox"/> - _____	10TH Grade <input type="checkbox"/> English II <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Integrated Science <input type="checkbox"/> Chemistry <input type="checkbox"/> Pre AP <input type="checkbox"/> World History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	11TH Grade <input type="checkbox"/> English III <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Advanced Math _____ <input type="checkbox"/> Physics I <input type="checkbox"/> Pre AP <input type="checkbox"/> Chemistry I <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Chemistry II <input type="checkbox"/> AP <input type="checkbox"/> Biology II <input type="checkbox"/> AP <input type="checkbox"/> US History <input type="checkbox"/> AP <input type="checkbox"/> US History <i>Dual Credit</i> <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____	12TH Grade <input type="checkbox"/> English IV <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Advanced English <input type="checkbox"/> _____ <input type="checkbox"/> Advanced Math <input type="checkbox"/> _____ <input type="checkbox"/> Advanced Science <input type="checkbox"/> _____ <input type="checkbox"/> CTE Science <input type="checkbox"/> _____ <input type="checkbox"/> Government <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Macro-Economics <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____	
BUSINESS AND INDUSTRY (Business, Marketing, and Finance)	9th Business Management and Administration <input type="checkbox"/> Principles in Business, Marketing and Finance	10th Business Management and Administration <input type="checkbox"/> Business Information Management I	11th Business Management and Administration <input type="checkbox"/> Business Information Management II <input type="checkbox"/> Business Law	12th Business Management and Administration <input type="checkbox"/> Business Information Management II <input type="checkbox"/> Business Law <input type="checkbox"/> Business English <input type="checkbox"/> Project-Based Research <input type="checkbox"/> Practicum in Business Management	
	Marketing <input type="checkbox"/> Principles in Business, Marketing and Finance	Marketing <input type="checkbox"/> Advertising <input type="checkbox"/> Fashion Marketing <input type="checkbox"/> Social Media Marketing <input type="checkbox"/> Sports and Entertainment Marketing <input type="checkbox"/> Entrepreneurship	Marketing <input type="checkbox"/> Advertising <input type="checkbox"/> Fashion Marketing <input type="checkbox"/> Social Media Marketing <input type="checkbox"/> Sports and Entertainment Marketing <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Advanced Marketing	Marketing <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Advanced Marketing <input type="checkbox"/> Practicum in Marketing	
	Finance <input type="checkbox"/> Principles in Business, Marketing and Finance	Finance <input type="checkbox"/> Accounting I	Finance <input type="checkbox"/> Accounting II <input type="checkbox"/> Banking and Financial Services	Finance <input type="checkbox"/> Accounting II <input type="checkbox"/> Banking and Financial Services <input type="checkbox"/> Project-Based Research <input type="checkbox"/> Practicum in Business Management	

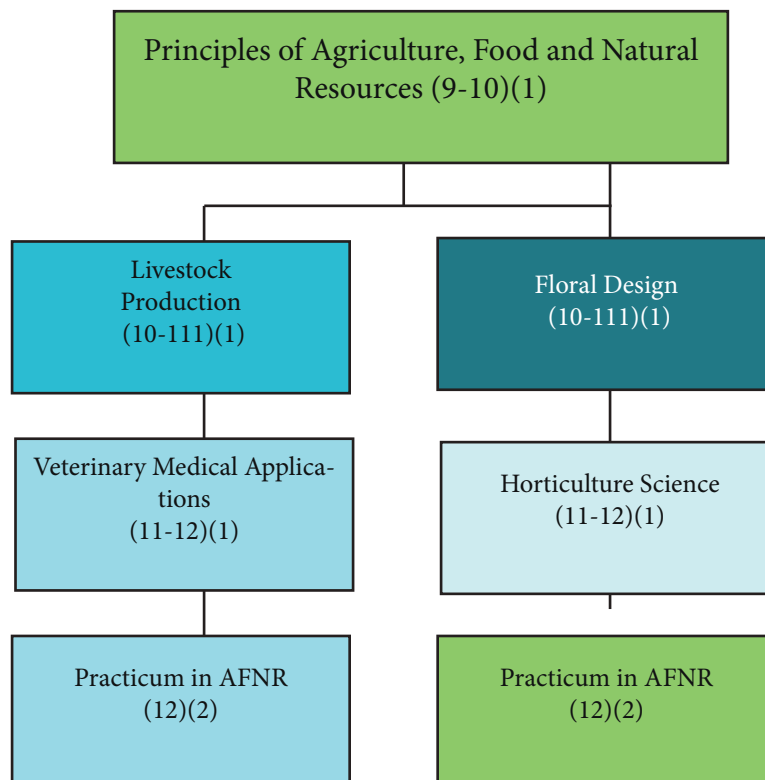
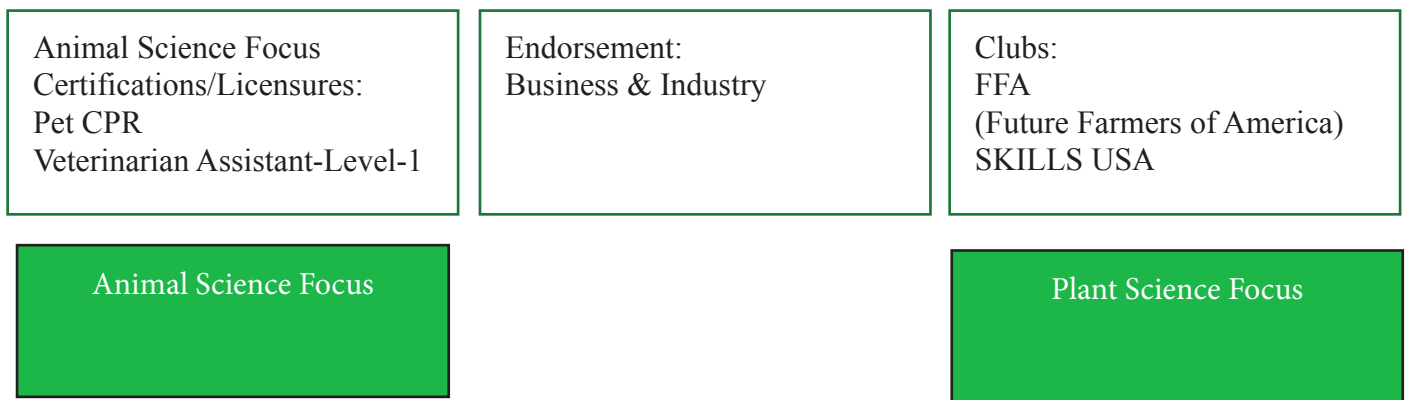
Duncanville ISD Graduation Plan: Multi-Disciplinary Studies Endorsement

Last Name _____ First _____ M _____ Cohort Enrollment Date _____ Cohort Expected Graduation Date _____ Student ID No. _____ <input type="checkbox"/> ELL <input type="checkbox"/> 504 <input type="checkbox"/> Special Education <input type="checkbox"/> Migrant <input type="checkbox"/> Retained _____ #of times <input type="checkbox"/> GATE <input type="checkbox"/> Other _____			8th Grade Courses for High School Credit	Spanish I Pre-AP _____ <input type="checkbox"/> YES <input type="checkbox"/> NO TSDE _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Health _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Algebra _____ <input type="checkbox"/> YES <input type="checkbox"/> NO H.S. Career Prep _____ <input type="checkbox"/> YES <input type="checkbox"/> NO				
FOUNDATION COURSES	9TH Grade <input type="checkbox"/> English I <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra I <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Biology <input type="checkbox"/> Pre AP <input type="checkbox"/> World Geography <input type="checkbox"/> Pre AP <input type="checkbox"/> AP Human Geography <input type="checkbox"/> PE (1) <input type="checkbox"/> Fine Art _____ <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____		10TH Grade <input type="checkbox"/> English II <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Integrated Science <input type="checkbox"/> Chemistry <input type="checkbox"/> Pre AP <input type="checkbox"/> World History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____		11TH Grade <input type="checkbox"/> English III <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Advanced Math _____ <input type="checkbox"/> Physics I <input type="checkbox"/> Pre AP <input type="checkbox"/> Chemistry I <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Chemistry II <input type="checkbox"/> AP <input type="checkbox"/> Biology II <input type="checkbox"/> AP <input type="checkbox"/> US History <input type="checkbox"/> AP <input type="checkbox"/> US History <i>Dual Credit</i> <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____		12TH Grade <input type="checkbox"/> English IV <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Advanced English _____ <input type="checkbox"/> Advanced Math _____ <input type="checkbox"/> Advanced Science _____ <input type="checkbox"/> CTE Science _____ <input type="checkbox"/> Government <input type="checkbox"/> AP <input type="checkbox"/> Dual Credit <input type="checkbox"/> Macro-Economics <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
	9th Grade		10th Grade		11th Grade		12th Grade	
	Four Advanced Placement Courses Four Credits in each of the foundation core areas: Math (<i>including Algebra II</i>), Science, English, and Social Studies <i>Allows a student to select courses from the curriculum of each endorsement area and earn credits from multiple content areas sufficient to complete the distinguished level of achievement.</i>		Four Advanced Placement Courses Four Credits in each of the foundation core areas: Math (<i>including Algebra II</i>), Science, English, and Social Studies <i>Allows a student to select courses from the curriculum of each endorsement area and earn credits from multiple content areas sufficient to complete the distinguished level of achievement.</i>		Four Advanced Placement Courses Four Credits in each of the foundation core areas: Math (<i>including Algebra II</i>), Science, English, and Social Studies <i>Allows a student to select courses from the curriculum of each endorsement area and earn credits from multiple content areas sufficient to complete the distinguished level of achievement.</i>		Four Advanced Placement Courses Four Credits in each of the foundation core areas: Math (<i>including Algebra II</i>), Science, English, and Social Studies <i>Allows a student to select courses from the curriculum of each endorsement area and earn credits from multiple content areas sufficient to complete the distinguished level of achievement.</i>	

The benefits of a graduation plan that includes earning one or more endorsements and the distinguished level of achievement, postsecondary education opportunities, automatic college admittance and eligibility for financial aid have been explained to me.

AGRICULTURE, FOOD AND NATURAL RESOURCES

Agriculture, Food, and Natural Resources focuses on the essential elements of life – water, air, food and land. The people who work in the cluster include farmers and ranchers tending Texas crops and livestock; utility operators providing oil, electricity, and natural gas; and conservationists protecting wilderness and wildlife. They put food on our tables and turn raw materials into products we all use. For students and workers in Agriculture, Food and Natural Resources, the Earth is one giant classroom full of natural wonders to explore. If you love to be outdoors, enjoy caring for plants and animals, and want to help conserve our natural resources, then Agriculture, Food and Natural Resources could be the right career cluster for you.



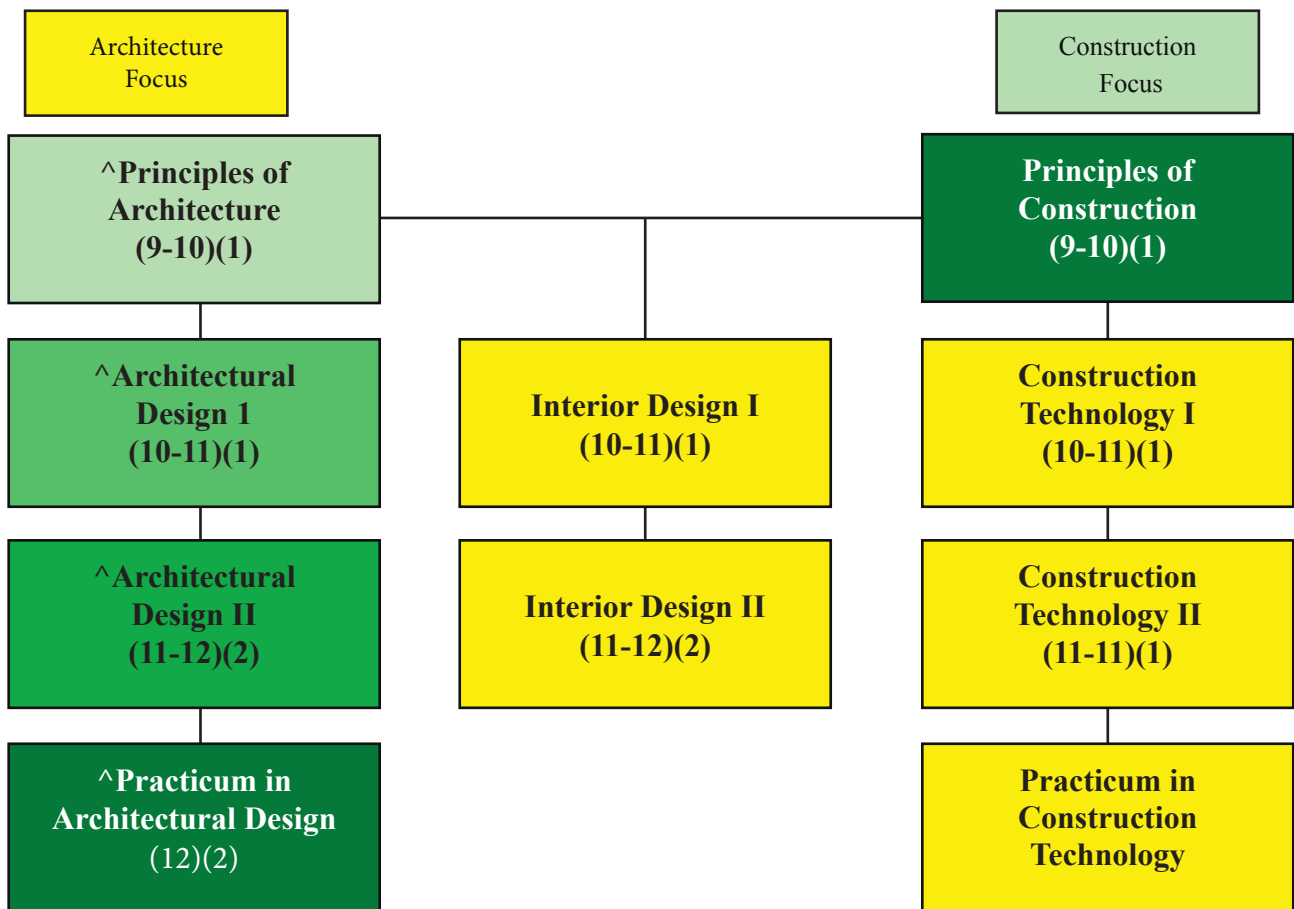
ARCHITECTURE AND CONSTRUCTION

Look around you. You are likely inside a room in a building, maybe your school. You are in a structure that started with an idea in an architect's head. He or she imagined how tall it would be, how many rooms it would hold, where the walls and doorways would stand. The architect drew up plans that guided teams of people as they went about constructing the building – plumbers, electricians, masons, roofers, framers, and so on. And now that the building finished, another team of people manage and maintain it, keeping equipment up and running, the spaces clean and organized, and the windows glistening. These are the people who work in the Architecture and construction cluster. If you like to design and build things, tinker with tools and technology, or decorate homes and offices with flooring, paint, furniture and art, the Architecture and Construction could be the right career cluster for you.

Architecture Focus
Certifications/Licensures:
 Auto Desk
 CADD Operator – DUAL
 CREDIT ONLY

Club: SKILLS USA

Construction Focus
Certifications/Licensures:
OSHA - Occupational Safety
 and Health Administration
NCCER - National Center for
 Construction Education



^ Dual Credit Classes Available

ARTS, AV TECH AND COMMUNICATIONS

As Shakespeare observed, all the world's a stage. Whether its music, painting, drawing, sculpting, writing, dancing or any other genre, artistic expression is all around us – on TV, radio, at the movies, in art galleries, and on the Web. People who work in the Art, A/V Technology, and Communications cluster may entertain and inform through an ever-growing array of new media forms such as cell phone ringtones, text messaging, and shared online videos. A world of audio-visual (A/V) technology and communications professionals – including producers and directors, print and electronic journalists, website designers, video game programmers, and multimedia artists – makes it all possible. If you have a calling to be creative, yearn to express yourself, or love using new technologies, then Arts, A/V Technology and Communications may be the right cluster for you.

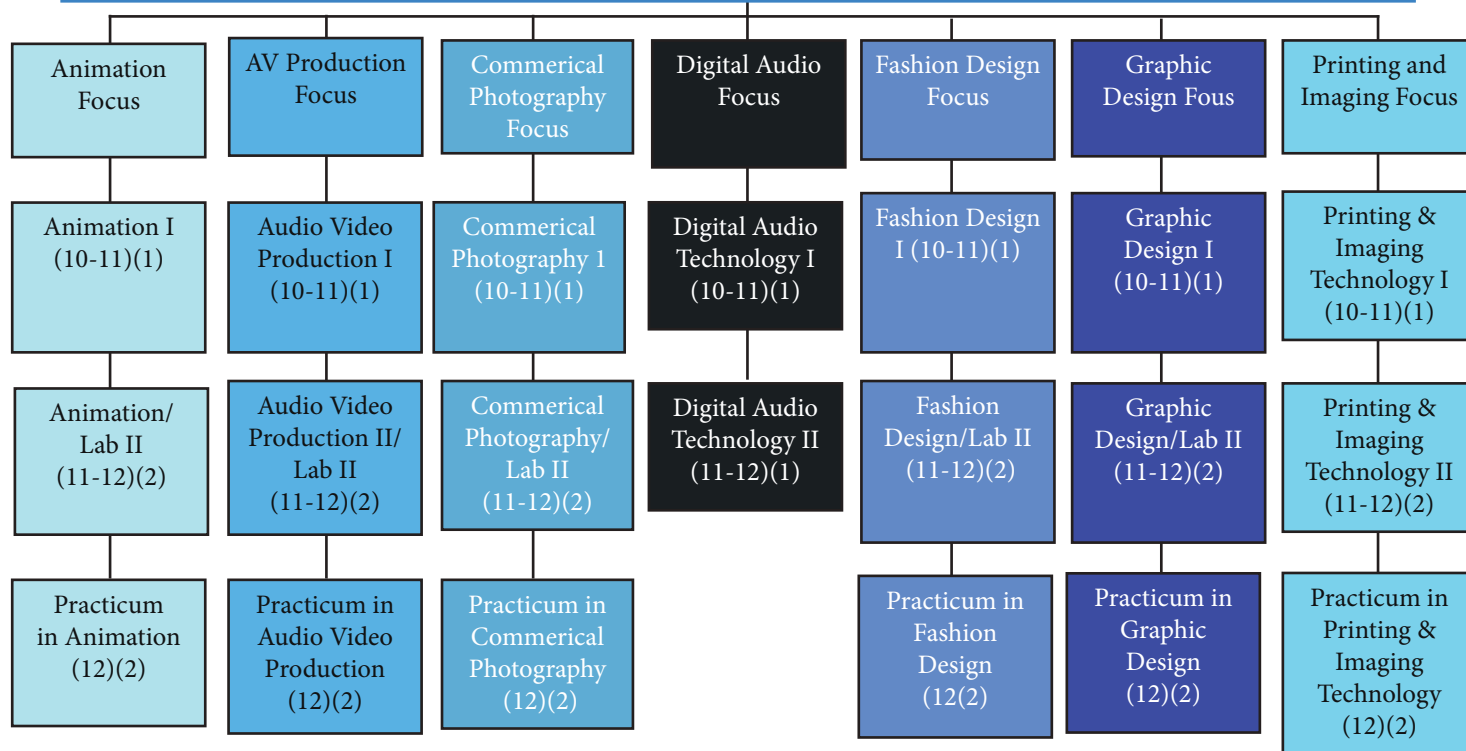
Club:
SKILLS USA

Endorsement:
Business & Industry

Graphic Design, AV Production, and Printing & Imaging Technology Certifications/Licensu es:
Adobe Photoshop, Adobe InDesign, Adobe Illustrator

Animation Certifications/Licensu es:
Maya and Adobe Flash

Principles of Arts, AV tech and Communications (9-10)(1)



Video Game Design (10-12) (1)

****Can be taken any time after the Principles class in the AV**

^Must be taken concurrently with level I class listed above it.

^^ Must be taken concurrently with level II class listed above it.

^^^ Must be taken concurrently with Practicum level class listed above it.

Professional Communications (May be added to any cluster)(9-12)(.5)

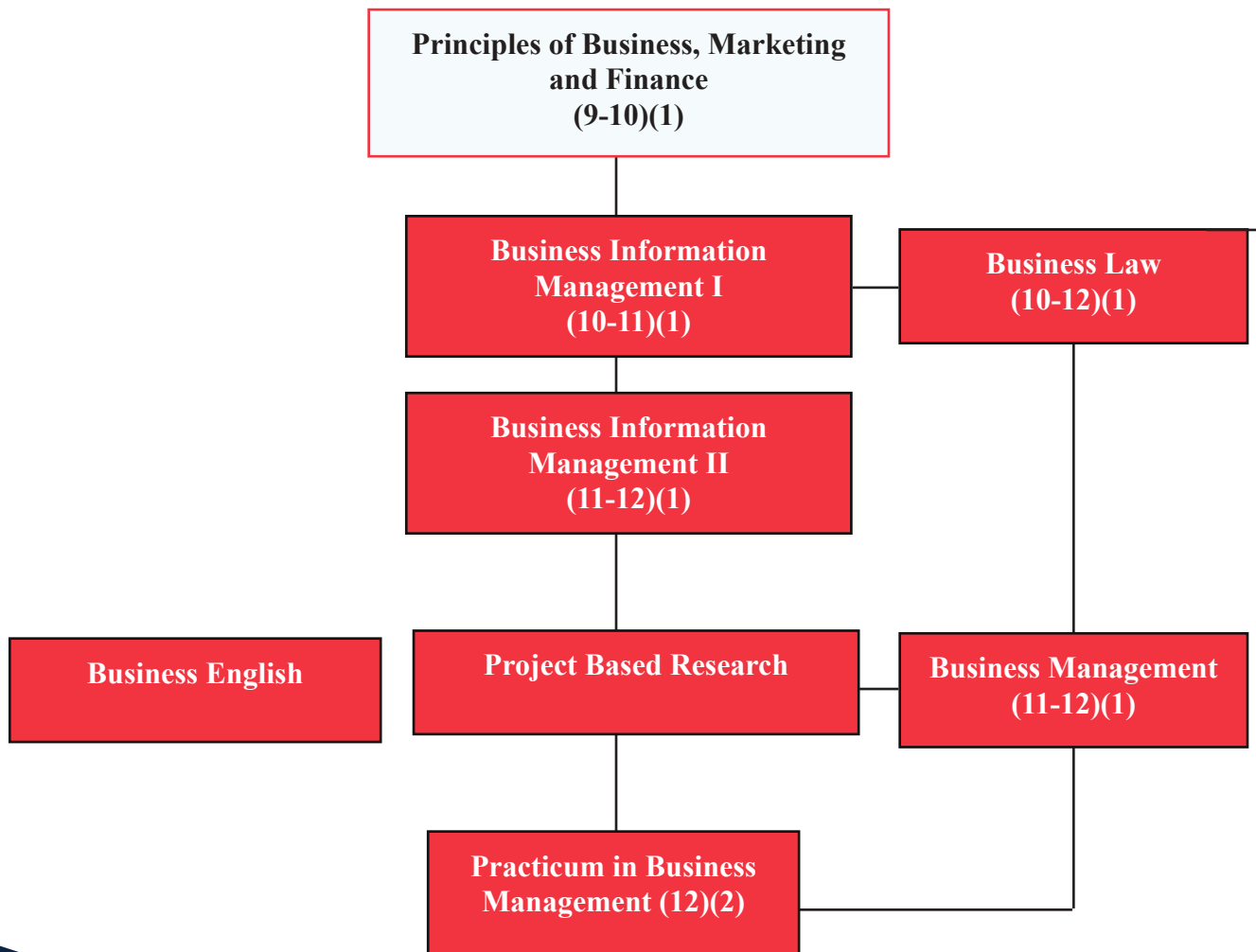
BUSINESS MANAGEMENT AND ADMINISTRATION

Business touches everything in your world. It's behind the food you eat, the vehicles you drive, the clothes you wear – every product or service you consume is the result of a business somewhere organizing the people, money, materials, and other resources to deliver that product or service to you. From chief executive officers (CEOs) overseeing worldwide organizations of hundreds of thousands of workers to receptionists answering phones, well-educated employees make businesses run more smoothly and profitably. The skills you learn in Business Management and Administration can make you an attractive job applicant for any company. If you see yourself managing teams of people to get projects done, crunching numbers to keep costs down, or becoming an entrepreneur and starting your own venture, then Business Management and Administration could be the right career cluster for you.

Certifications/Licensures:
Microsoft Office Use

Endorsement:
Business & Industry

Clubs:
BPA (Business professionals of America)



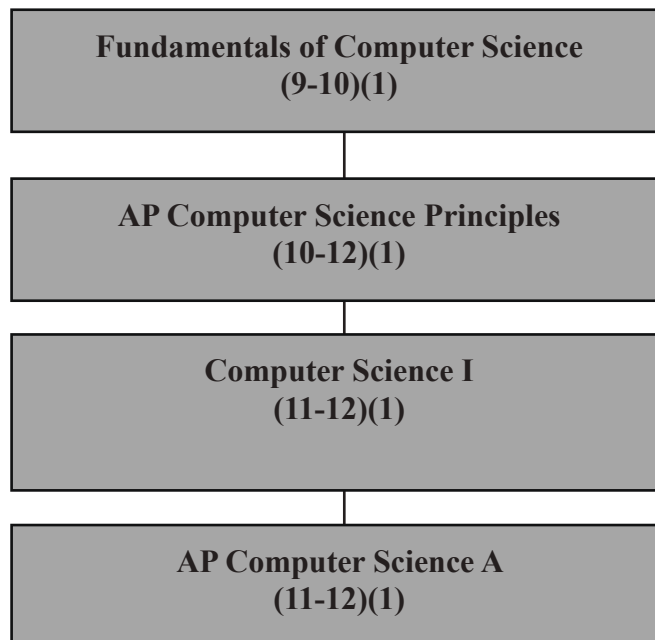
CYBERSECURITY

The Cybersecurity program of study includes the occupations and educational opportunities related to planning, implementing, upgrading, or monitoring security measure for the protection of computer networks and information. This program of study may also include exploration into responding to computer security breaches and virus and administering network security measures.

Certifications/Licensu es:
Oracle Certified Associate
Java SE 8

Endorsement:
STEM

Clubs:
TSA



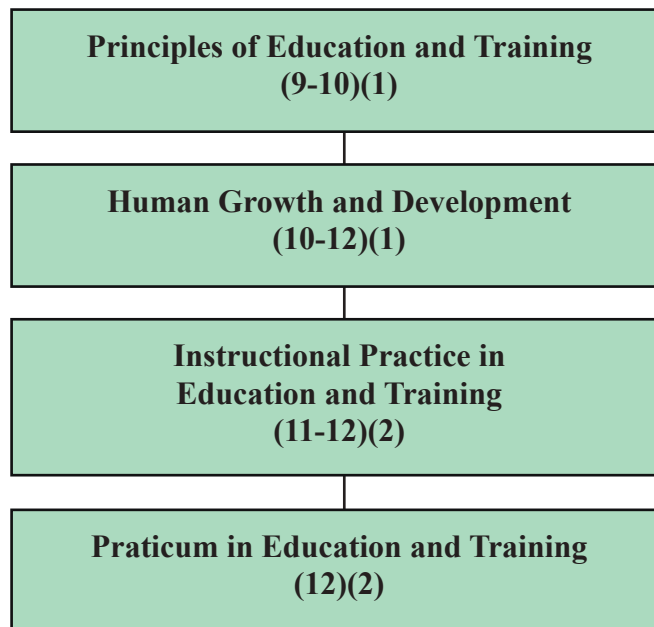
EDUCATION AND TRAINING

Teaching, they say, is the profession that makes all other professions possible. The people who work in Education and Training instill the knowledge and skills everyone from preschoolers to adult learners needs to succeed. These caring, capable, and committed professionals help prepare their students for the many rewards and challenges that personal, professional, and civic life brings. If you yearn to learn, feel a calling to teach, or would like to work in a favorite subject area, then Education and Training could be the right career cluster for you.

Certifications/Licensures:
TeXes Educational Aide - 1

Endorsement:
Public Service

Clubs:
TAFE (Texas Association of Future Educators)



FINANCE

Money makes the world go round - and there is plenty of it in Texas. In fact, if our state were its own country, it would be the 15th largest economy in the world, ranking right between Spain and South Korea. There are about 750 banks in Texas and thousands more brokerage, financial-service, insurance, and accounting firms. Professionals who work in these companies manage investments and make loans, pay for storm damage, sell bonds and stock ATMs with cash, and more. If you are good at numbers, want to play the stock market or enjoy working with the public, then Finance could be the right career cluster for you.

Certifications/Licensures:
QuickBooks Intuit Certification

Endorsement:
Business & Industry

Clubs:
SKILLS USA
UIL
DECA

Principles of Business, Marketing & Finance (9-10)(1)

Accounting I
(10-12)(1)

Accounting II
(11-12)(1)

Project Based Research
(12)(1)

Practicum in Business
Management (12)(2)

Banking and Financial
Services
(10-11)
(.5)

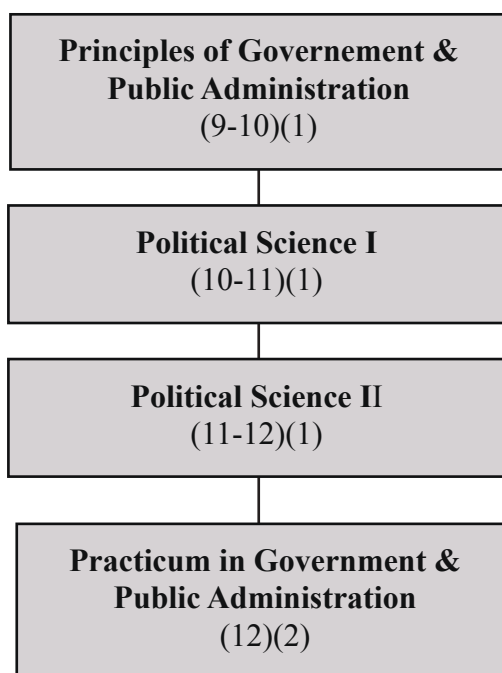
GOVERNMENT & PUBLIC ADMINISTRATION

If you are interested in shaping or protecting the future of your city, state and country, the Government and Public Administration Career Cluster may be for you. Through there are some areas that are unique to military service, virtually every occupation can be found within government. Some sample occupations for this cluster would be: elected official (city council, mayo , governor, etc.) city Manager, Lobbyist, legislative assistant, military member, Foreign Service, diplomatic or consular office, planne , Federal aid coordinator, City, county or court clerk.

Certifications/Licensu es:
Government Focus

Endorsement:
Public Service

Clubs:
YAG



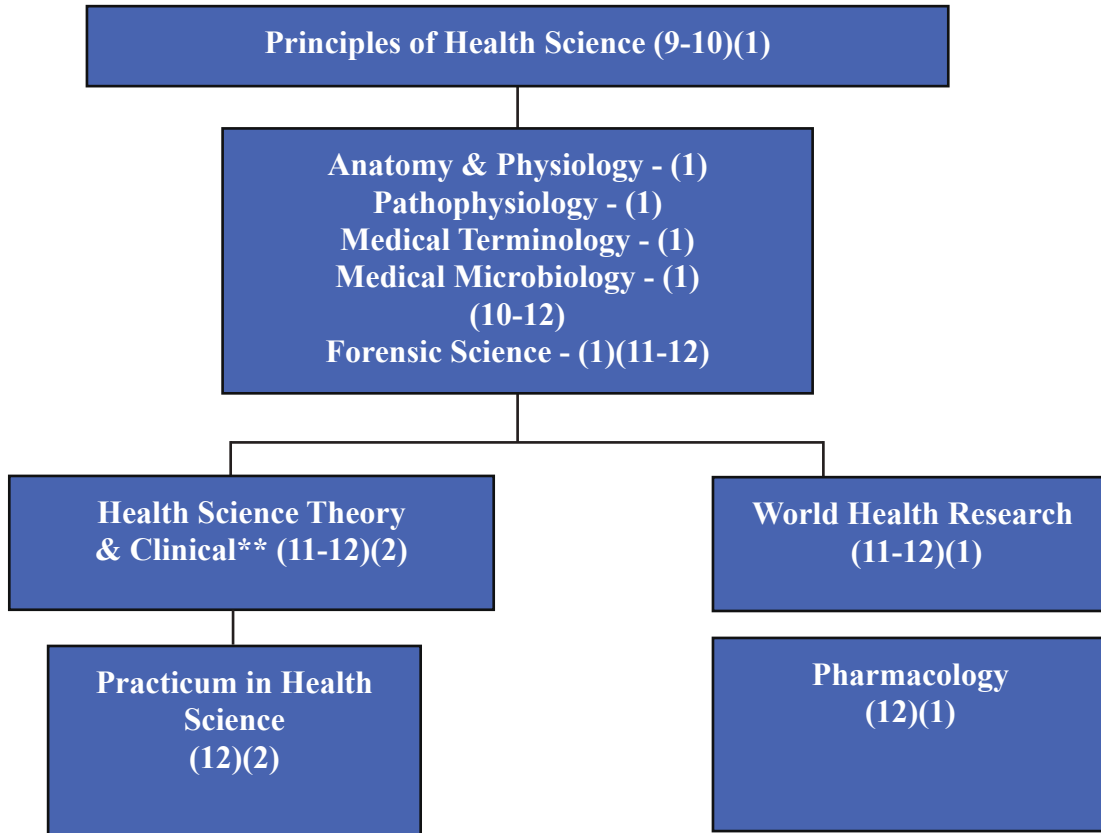
HEALTH SCIENCE

From newborns to seniors, Texans require professionals who are experts at diagnosing and treating disease, using medical technologies and providing preventive care. Although everyone thinks of doctors and nurses when they contemplate careers in health care, there are hundreds specialties available in the Health Science cluster including technicians, skilled support personnel, dentists and scientists. In fact, a typical medical center is a giant business with employees as varied as aides and CEO's (chief executive officers). As the baby boomer generation in Texas ages, demand for health science grows, meaning that job security within the cluster is strong. If you feel a calling to care for others, won't faint at the sight of blood, or want to pursue a career on the cutting edge of technology, then the Health Science cluster might be just the choice for you.

Certifications/Licensures:
CPR & Pharmacy Tech or CNA

Endorsement:
Public Service

Clubs:
HOSA



**limited to 16 students per double-block

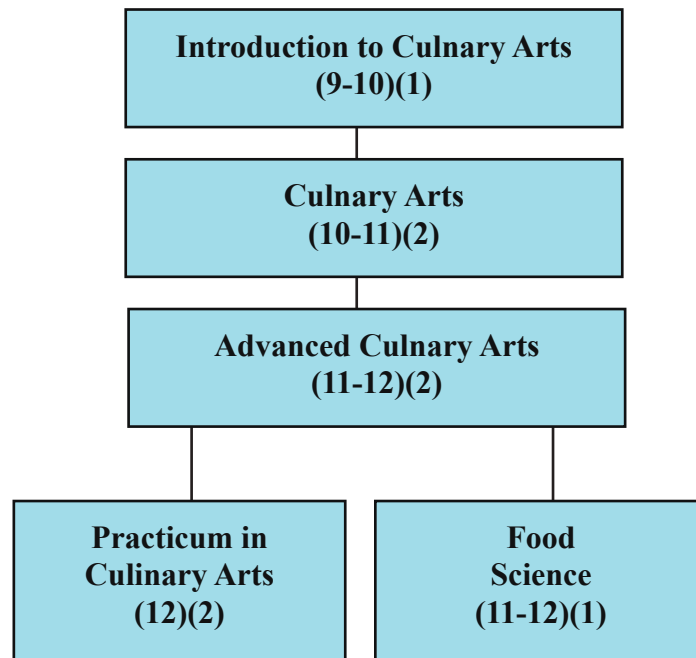
HOSPITALITY AND TOURISM

Texas is a top destination. People from around the globe come here to visit attractions such as the Alamo, Six Flags over Texas, and Padre Island National Seashore – all ranked among the top draws for tourists in the state. Untold millions enjoy our wealth of hotels, restaurants, theaters, museums, zoos, aquariums, rodeos, campgrounds, state and national parks, racetracks, cruises and more. The job of keeping all those people happy fall to workers in Hospitality and Tourism. Whether chefs or concierges, travel agents or tour guides, park rangers or players for sports teams, the professionals in this cluster are experts at pleasing the public. If you want to see the world, enjoy serving others, or dream of opening a restaurant or bed and breakfast someday, then Hospitality and Tourism may be the right cluster for you.

Culinary Focus
Certifications/Licensures:
ServSafe Certification

Endorsement
Business and Industry

Clubs
SkillsUSA



HUMAN SERVICES

It takes a special kind of person to work in Human Services. Although many jobs in the cluster pay well, those who choose Human Services generally don't do it for the money. Instead, they are motivated by the desire to assist others. Psychologists, therapists, counselors, social workers, health aides, cosmetologists, financial planners, clergy members, and others tend to the physical, mental, and spiritual needs of people in their hometowns. They offer helping hands to everyone from babies in child-care centers to seniors in long-term care facilities. The work is sometimes challenging, but the reward of knowing that you have improved someone's life is immense. If you feel a calling to serve your fellow men and women, feel comfortable caring for people, or want to improve your community, then Human Services cluster could be the right career cluster for you.

Clubs:

SKILLS USA

FCCLA (Family, Career and Community Leaders of America)

Endorsement:

Public Service

Human Services Focus

Principles of Human Services
(9-10)(1)

Child Development
(11-12)(1)

Interpersonal Studies
(10-11)(.5)

Lifetime Nutrition & Wellness
(10-11)(.5)

Counseling & Mental Health
(11-12)(1)

Child Guidance
(11-12)(2)

Practicum in Human Services
(12)(2)

Cosmetology Focus:
Certifications/ Licenses:
Cosmetologist Operators

^^ Principles of Cosmetology
(9)(1)

^^ Introduction to Cosmetology
(10)(1)

^^ Cosmetology I
(11)(3)

^^ Cosmetology II
(12)(3)

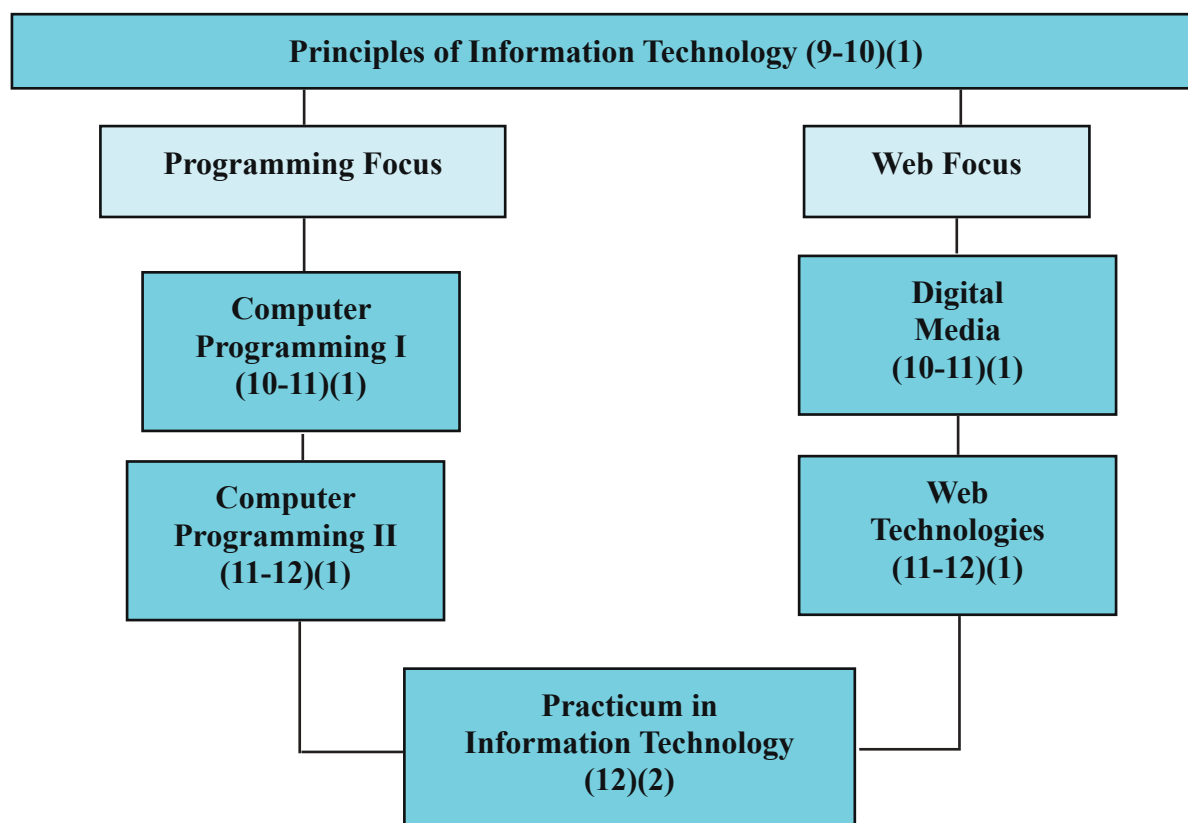
^^classes are limited to 50 students
(25 students per instructor)

INFORMATION TECHNOLOGY

Texas is at the heart of the information technology revolution. Our state is home to world-class high-tech companies such as Texas Instruments, Dell and Advanced Microsystems. Countless smaller firms create computer games, set up custom networks, service computer equipment, or develop and manage websites. In fact, every business in Texas needs IT expertise, either from in-house staff or from outside vendors. Keeping electronic data flowing takes both technical expertise and problem-solving savvy. If you are good at grasping how technology works, have an idea for a new website or computer game, or want a career that is always changing, then Information Technology may be the right cluster for you.

Endorsement:
STEM

Clubs:
SKILLS USA



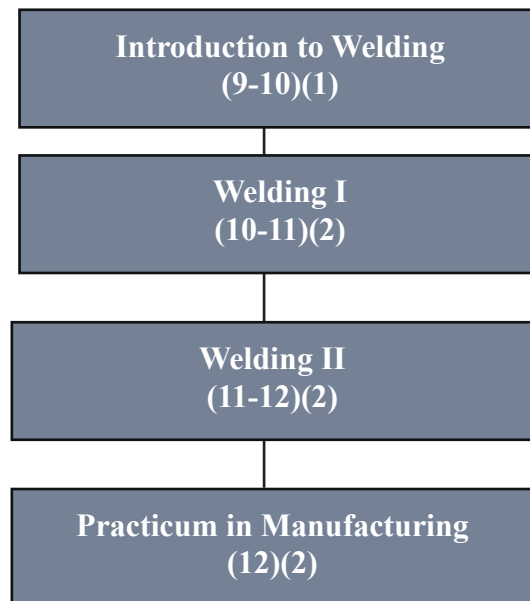
MANUFACTURING

Manufacturing is making things. Raw materials become products such as cars, computer chips, cell phones, contact lenses, cosmetics, couches, clothes, candy and more. Employees who create those products range from production-line workers in factories assembling parts to executives in skyscrapers overseeing global operations. Repetitive tasks that typically occur in manufacturing are being performed by robots and the automation process, which requires highly trained employees that can adapt to a variety of situations. Manufacturing today needs people who can understand highly technical information and make complex decisions. Workers are responsible for creative problem solving that ensures companies meet the highest quality standards. If you like building things, can follow detailed instructions, or are good at organizing people and processes, then manufacturing could be the right career cluster for you.

Endorsement:
Business & Industry

Clubs:
SKILLS USA

Welding Focus
Certifications/Licensures: AWS Welding



MARKETING

Building a career in the booming field of marketing, sales and service starts with selling you, you need to think of yourself as a “product” and define the features and benefits that will attract your “customers” – the employers that might hire you. Your resume is like an advertisement telling your story clearly and compellingly by detailing the education, experience, and skills you have that qualify you for the job. Then, with persistence, comes an interview, during which you have to dress to impress, speak and listen well, and show that you can be a valuable member of the organization’s team. Finally, you need to close the deal by following up with a thank-you note that makes a positive impact on the hirer. If you want learn how to package yourself for success, sell any type of product or service, or serve all kinds of customers, then Marketing may be the right cluster for you.

Endorsement:
Business & Industry

Clubs:
DECA (Distributive Educational Clubs of America)

Principles of Business, Marketing & Finance (9-10)(1)

*One or more of the following, must equal
at least a one year credit.*

Entrepreneurship	(10-12)(1)
Advertising	(10-12)(.5)
Fashion Marketing	(10-12)(.5)
Sports & Entertainment Marketing	(10-12)(.5)
Social Media Marketing	(10-12)(.5)

Advanced Marketing
(11-12)(2)

Practicum in Marketing
(12)(2)

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

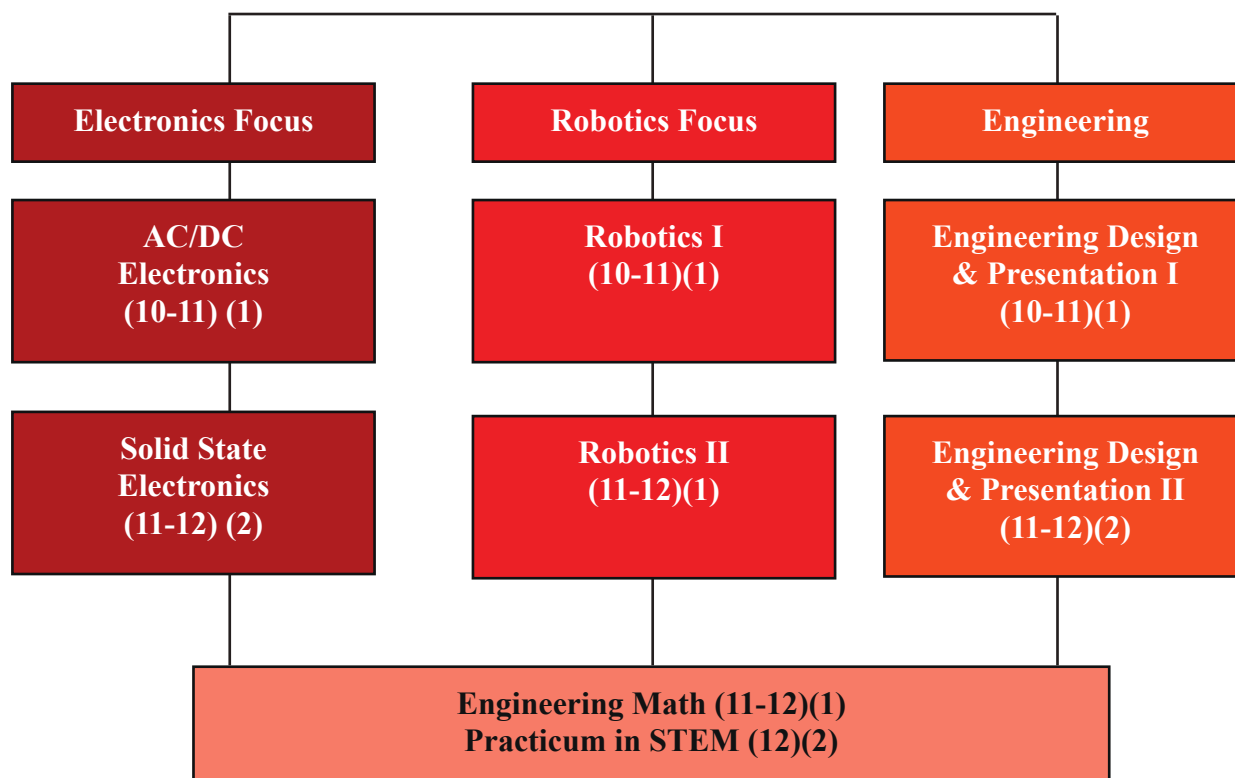
New discoveries are made every day. Scientists, technologists, engineers, and mathematicians are pushing the boundaries of human knowledge by seeking to better understand and improve the world around us. They spend their time exploring everything from vast galaxies of stars to the tiniest subatomic particles. They invent the technologies that make our lives easier and more rewarding and develop solutions to problems that threaten our future. Thanks to the men and women on the cutting edge, we know more than ever before. If you are curious about the universe, dream of exploring new worlds of knowledge, or want to solve the planet's problems, then Science, Technology, Engineering and Mathematics could be the right career cluster for you.

Endorsement:
STEM

Clubs:
SKILLS USA

**Engineering Focus
Certifications/Licensu es:**
Auto Desk Certificatio

Principles of Applied Engineering (9-10)(1)



TRANSPORTATION, DISTRIBUTION AND LOGISTICS

Texas is on the move. Every day, everywhere in the northern, southern, eastern and western parts of the state, people and products travel hundreds of thousands of miles of roads, waterways, railroad tracks, and air routes – all because of those who work in Transportation, Distribution and Logistics. These professionals are responsible for ensuring that everyone and everything gets to the right place on time at the lowest possible cost. They are experts at planning and project management, increasingly using technology such as Global Positioning System (GPS) satellites and Radio Frequency Identification (RFID) tags to track the location of shipments. If you are a mover and shaker, have a talent for organization, or yearn to see new places, then Transportation, Distribution and Logistics could be the right cluster for you.

Endorsement:
Business & Industry

Club:
SKILLS USA

Automotive Focus
Certifications/Licensures
Automotive Service Excellence

Collision Focus
Certifications/Licensures
I-CAR

Automotive Basics
(9-10)(1)

Automotive Technology I
(10-11)(2)

Automotive Technology II
(11-12)(2)

Practicum in Transportation
Systems - Automotive
(11-12)(2)

Basics of Collision
Repair and Refinish
(9-10)(1)

Collision Repair
(10-11)(2)

Paint & Refinish
(11-12)(2)

Practicum in Transportation
Systems - Collisions Repair
(12)(2)

ARCHITECTURAL DESIGN P-TECH DUNCANVILLE HIGH SCHOOL DUNCANVILLEISD.ORG/PTECH

P-TECH Graduation Plans

Through a partnership with Mountain View College, students enrolled in Duncanville High School's Architectural Design Pathways in Technology Early College High School (P-TECH) have the opportunity to complete a course of study that combines high school and college courses. Students earn a high school diploma and an associate degree, certificate, or industry certification while completing work-based training. Course catalog for Mountain View College's Computer-Aided Design and Drafting (CADD) certificate and degree programs are subject to change and can be found at <http://bit.ly/caddprograms>.

Below is an example graduation plan that allows a student to simultaneously earn the CADD Associate of Applied Science (AAS) and a high school diploma. In this graduation plan, students completing the AAS degree will also earn three CADD certificates

Computer-Aided Design and Drafting Associate of Applied Science (AAS)

Computer-Aided Design and Drafting Associate of Applied Science (AAS)

9th Grade Courses	10th Grade Courses	11th Grade Courses	12th Grade Courses
Architectural Design Dual Credit Courses, 17 Courses for 60 Credits (15 Core)			
Fall: SPCH 1311 Spring: ARCE 1421 ITSC 1401	Fall: DFTG 1409 ARTS 1301 Spring: DFTG 1445 PSYC 2301 Flex : DFTG 1315 (May or Dec.)	Fall: DFTG 1417 Math 1314 Spring: DFTG 2419 Flex: DFTG 2428 (Spring) DFTG 2380 (Summer)	Fall: DFTG 2431 ENGL 1301 Spring: DFTG 2321 Flex: DFTG 2432
High School Core Content Courses			
English I Algebra I or Geometry World Geography or AP Human Geography Biology I PE Spanish I	English II Geometry or Algebra 2 World History Chemistry I Spanish II	English III US History Physics I Spanish III	Government Macroeconomics Advanced Math Course Advanced Science Course Spanish IV

Computer-Aided Design and Drafting Level I and II Certificate

9th Grade Dual Credit Courses	10th Grade Dual Credit Courses	11th Grade Dual Credit Courses	12th Grade Dual Credit Courses
Computer-Aided Design Operator Certificate (Level I) 5 Courses for 19 Credit			
Fall: Spring: ARCE 1421	Fall: DFTG 1409 Spring: DFTG 1445 Flex : DFTG 1315 (May or Dec.)	Fall: DFTG 2419 Spring:	Fall: Spring:
Architectural Drafting Certificate (Level I) 8 Courses for 30 Credit			
Fall: Spring: ARCE 1421	Fall: DFTG 1409 Spring: DFTG 1445 Flex : DFTG 1315 (May or Dec.)	Fall: DFTG 1417 Spring: DFTG 2428	Fall: DFTG 2431 Spring: DFTG 2321
Computer-Aided Design Advanced Operator Certificate (Level II) 12 Courses for 44 Credits (6 Core			
Fall: Spring: ARCE 1421	Fall: DFTG 1409 Spring: DFTG 1445 Flex : DFTG 1315 (May or Dec.)	Fall: DFTG 1417 Math 1314 Spring: DFTG 2419 Flex: DFTG 2428 (Spring) DFTG 2380 (Summer)	Fall: DFTG 2431 ENGL 1301 Spring: Flex: DFTG 2432
Fall: Spring: ARCE 1421	Fall: DFTG 1409 Spring: DFTG 1445 Flex : DFTG 1315 (May or Dec.)	Fall: DFTG 1417 Math 1314 Spring: DFTG 2419 Flex: DFTG 2428 (Spring) DFTG 2380 (Summer)	Fall: DFTG 2431 ENGL 1301 Spring: Flex: DFTG 2432

DVILLE EARLY COLLEGE HIGH SCHOOL

Four Year Plan—Class of 2023 only

State of Texas Distinguished Level of Achievement and Mountainview College's Associate of Arts
Duncanville HS Endorsement: Multidisciplinary • Students may be able to earn additional endorsements

*This plan may vary by student

9th Grade	10th Grade
<ul style="list-style-type: none"> • English 1 or English 2 (Pre-AP) • Algebra 1 or Geometry (Pre-AP) • Biology (Pre-AP) • Human Geography (AP) • Spanish I or Spanish II DC/French I or II • PE • Methodologies and Personal Skills (ECHS) • Elective (MVC Course) <p>MVC Courses for ECHS EDUC 1300/PHED 1304 ITSC 1401/SPCH 1311</p>	<ul style="list-style-type: none"> • English 2(Pre-AP) or English 3 (AP) • Algebra 2 (Pre-AP) or Geometry • Chemistry (Pre-AP) • World History (AP) • Spanish II DC/French II or III or Elective • Elective • Elective (MVC Course) • Elective (MVC Course) <p>MVC Courses for ECHS ARTS 1301/MUSI 1301 BMGT 1327/MRKG 1311 PSYC 2301/SOCI 1301</p>
<p>Total HS Credits: 8 MVC Credit Hours: 12 (ECHS)</p>	<p>Total HS Credits: 8 MVC Credit Hours: 12 (ECHS)</p>
11th Grade	12th Grade
<ul style="list-style-type: none"> • Algebra 2 (Pre-AP)/Geometry or Pre-Calculus (Pre-AP) • Physics (AP) • Electives • AP Language (Some students—English 3 credit) <p>MVC Courses for ECHS ENGL 1301/1302* (English 3 credit) MATH 1314/1316 HIST 1301/1302 (US History credit) PHIL 1301/HUMA 1302</p>	<ul style="list-style-type: none"> • Pre-Calculus or Advanced Quantitative Reasoning • Economics • AP Literature or ENGL 2327/2328 • Electives <p>MVC Courses for ECHS ENGL 1301/1302* (English 3 credit) ENGL 2327/2328 (English 4 credit) MATH 1314/1316 BIOL 1406/1408 or BIOL 1407/1409 PHYS 1401/1405 or CHEM 1405/1411 GOVT 2305/2306</p>
<p>Total HS Credits: 8 CVC Credit Hours: 22 (ECHS)</p>	<p>Total HS Credits: 8 CVC Credit Hours: # of credits will vary</p>

Total High School Credits: 32

- Minimum number of credits required to graduate from high school=28
- Verify graduation requirement progress every semester using high school transcript and credit check sheet

Total CVC Hours: 60

Verify degree progress every semester using CVC Program of Study

CAREER AND TECHNICAL EDUCATION

Choose Your Career Pathway at DHS

This section of the academic handbook is designed to help students' select educational plans and courses that are appropriate to their needs and career interest. Career and Technology Education provides competency based applied learning which contributes to academic knowledge, higher order thinking skills, problem solving skills, work attitudes, general employability skills, and occupationally-specific skills needed for success in the workplace or in post-secondary education. Various types of programs are offered: laboratory program classes, work-based learning classes, internships, and a variety of courses centered on technology.

After an analysis of the results of interest inventories and ability scores, students are encouraged to pursue a coherent sequence of courses in their chosen career field. Students must also complete all the requirements of their graduation plan. Students should review each program described and the courses enumerated after each description before making their four-year plans. The coherent sequence of course for some subject areas may vary somewhat to the plans set forth in this section due to individual student interest, course offerings, and changes in state and local requirements.

What Are Career Pathways?

Career pathways are broad clusters of occupations, which are grouped together because many of the people in them share similar interests and strengths. The pathways are flexible, and overlapping in nature, which allows students to change as new knowledge and experiences are acquired. They help provide a focus and guideline for future planning at the high school level and beyond. Students can use the pathways to explore career options and design individual career pathway education plans.

What is a Coherent Sequence?

A coherent sequence includes two (2) or more courses for three (3) or more credits in a Career and Technical Education Career Cluster. There are 16 National Career Clusters in the United States; Duncanville ISD offers courses, licensures/certificates, and internship/practicum experiences in 14 National Career Clusters

CAREER CLUSTERS



The goal of Career and Technical Education (CTE) at Duncanville High School is to give students the opportunity to develop marketable skills, have the opportunity to take courses that lead to college credit, nationally recognized certifications and licensures. Our hope is that students will take advantage of the opportunities that they have available to them and graduate with a head start to their post-secondary education and skills that will prepare them to work in high wage, high demand jobs after graduation.

All CTE programs provide student leadership organizations that give students an opportunity to develop leadership skills and compete in skills and leadership events at the regional, state, and national levels. We encourage all students to be active participants in these organizations.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

It is a requirement by TEA and ALL CTE programs participate and have an active chapter in any of the approved CTSO that best represents your program. Sec. 29.182. STATE PLAN FOR CAREER AND TECHNOLOGY EDUCATION. (D) as an integral part of the program, participation by students and teachers in activities of career and technical student organizations supported by the agency and the State Board of Education. Added by Acts 1995, 74th Leg., Ch. 260, 1, eff. May 30, 1995.

	Business Professionals of America (BPA) <p>Business Professionals of America has a history as a student organization that contributes to the preparation of a world-class workforce through the advancement of leadership, citizenship, academic, and technological skills for students at the secondary and the post-secondary level. Through co- curricular programs and services, members of Business Professionals of America compete in demonstrations of their business technology skills, develop their professional and leadership skills, network with one another and professionals across the nation, and get involved in the betterment of their community through good works projects.</p>
	Distributive Education Clubs of America (DECA) <p>DECA The experience starts in the classroom where students learn business concepts in preparation for college and careers. A powerful instructional component, DECA brings the classroom to life by empowering the teacher-educator to make learning relevant with educational programs that integrate into classroom instruction, apply learning, connect to business and promote competition. DECA continues to be a leader in supporting key educational initiatives through its comprehensive learning program, which directly supports Career Clusters®, National Curriculum Standards, 21st Century Skills, project-based learning and financial literac .</p>
	Family, Career, and Community Leaders of America (FCCLA) <p>T.A.F.E. is a statewide organization that offers students the opportunity to explore the teaching profession. We accomplish this by creating and supporting various activities, workshops, contests, scholarships, and summer workshops.</p>
	Texas Association of Future Educators (TAFE) <p>T.A.F.E. is a statewide organization that offers students the opportunity to explore the teaching profession. We accomplish this by creating and supporting various activities, workshops, contests, scholarships, and summer workshops.</p>
	Health Occupations Students of America (HOSA) <p>Health Occupations Students of America (HOSA) is a national vocational student organization endorsed by the U.S. Department of Education and the Health Occupations Education Division of the American Vocational Association. HOSA's two-fold mission is to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people. HOSA's goal is to encourage all health occupations instructors and students to join and be actively involved in the HOE- HOSA Partnership.</p>
	National Future Farmers of America Organization (FFA) <p>FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education.</p>
	Skills USA <p>SkillsUSA is a national organization serving high school and college students and professional members who are enrolled in technical, skilled, and service occupations, including health occupations.</p>
	Technology Student Association (TSA) <p>The Technology Student Association (TSA) is the only student organization devoted exclusively to the needs of technology education students who are presently enrolled in, or have completed, technology education courses.</p>

CTSO General Information

- Students participating in CTSO competitions will follow the base guidelines of UIL for No Pass No Play Regulations.
- Constitutions/ Bylaws will be required for all CTSA's.
- Meeting dates and minutes will be required for submission.
- Area, local and district competitions are covered by fund raising activities.
- State and National & International competitions will be offset with CTE funds.

COLLEGE AND CAREER PLANNING

PLANNING YOUR FUTURE

Here are some websites to visit and research information about Careers, Colleges, Financial Aid and College Entrance Exams. Researching Careers: When you do research, you need to look for the following information:

- How do your interests and abilities connect to a career?
- What college degrees, licenses, certifications or specialty training will you need for the career you want
- How many years will it take you to get to the career you want?
- What is the job description of the career you are interested in? What will you be doing?
- What is the average starting salary of an entry level position?
- What opportunities for advancement will you have in this career? What are the benefits of this career
- Where will you have to live for this career?
- What is the job outlook for the future in this career? Is it growing or dying?

CAREER WEBSITES:

Occupational Outlook Handbook	www.bls.gov/oco/
O*net Online	www.onetonline.org/
Mapping Your Future	http://mappingyourfuture.org/
Career One Stop	www.careeronestop.org/StudentsandCareerAdvisors
My Future	http://www.myfuture.com
Internet Career Connection	http://iccweb.com/index.html
Career Development Resources	www.cdr.state.tx.us
Career Explorer	www.careerexplorer.net

College Board and ACT websites provide excellent guides for career planning. The College Board website (www.collegeboard.com/career) even includes an online Career Questionnaire that will point you to possible careers based on responses to sections on temperament, abilities, working conditions, educational interest areas, salary requirements, and future demand for the employment area. The ACT website (www.act.org/pate/parent/career) encourages parents and student to work together in a career planning process that is developed in six steps. As you progress through high school, continue to visit these websites that continue to expand their guidance for students and their parents. Also, use career and continuing education guidance programs available on your campus.

College Entrance Exams and Test Prep: Going to a 4-year college?

- ✓ You will need the SAT or ACT, and possibly a subject area test.
- ✓ Check the college's website for their entrance requirements and deadlines.
- ✓ Register online by the deadline; late fees will apply after deadline.
- ✓ Fee waivers are available for students who qualify for free or reduced lunch

Going to a 2-year community college, junior college, or technical school?

- ✓ You probably won't need the SAT or ACT.
- ✓ Check the college's website for their entrance requirements and deadlines.
- ✓ You may be exempt from the TSI Test by your
- ✓ EOC or SAT scores.

Going to an Armed Service Branch?

- ✓ You need to talk to a recruiter from Army, Navy, Air Force, Marines, or Coast Guard to see what criteria they have, to see what benefits they are offering, and to get signed up.
- ✓ You will need to take the ASVAB (Army Services Vocational Aptitude Battery).

College Entrance Exams and Test Prep Websites:

The College Board (PSAT, SAT, test prep)	www.collegeboard.org
ACT Testing	www.actstudent.org
Number 2	www.number2.com
Princeton Review	www.princetonreview.com/college/free-sat-practice-test.aspx
4 Tests	www.4tests.com
Test Prep Review	www.testprepreview.com/sat_practice.htm
March 2 Success	www.march2success.com/index.cfm
Test Guide	www.test-guide.com/
Internet 4 classrooms	www.internet4classrooms.com/act_sat.htm

Researching College Information:

When doing research for colleges, find out the following information:

- ✓ Information about campus tours or special orientations for prospective students
- ✓ Degrees and programs the college offers?
- ✓ What courses does that college require for the degree you are seeking?
- ✓ Application process- application, deadlines, requirements
- ✓ Admission Requirements- entrance exams, minimum scores, fee requirements
- ✓ Extra-Curricular activities- clubs, organizations, intramural sports

Campus Websites:

Generation TX	http://gentx.org
Big Future	www.bigfuture.org
College View	www.collegeview.com
Fast Web	www.fastweb.com
Go College	www.gocollege.com
Think College	www.ed.gov/
Texas Colleges and Universities	www.window.state.tx.us/scholars/schools/
The Minnie Stevens Piper Foundation	www.everychanceeverytexan.org/about/scholars/
Texas Common Application	www.applytexas.org
Monster College	www.monstercollege.com
Peterson's Guide	www.petersons.com
Know How 2 Go	www.KnowHow2GO.org

Researching Financial Aid and Scholarships:

- ✓ Financial Aid- all financial assistance given to students to attend college is financial aid.
- ✓ Scholarships- money given to students that doesn't have to be paid back.
- ✓ Grants- money that comes with some stipulations- may have to qualify for or participate in a specific program of study, may have to be paid back if student doesn't fulfill their obligation. (P II Grant, TPEG Grant, Teach for Texas Grant)
- ✓ Student Loans- money loaned to students that has to be paid back with low interest. Subsidized- interest is paid while student is enrolled in school. Unsubsidized- interest has to be paid by the student while the student is enrolled. A re-payment plan is made for when the student is no longer a student and is employed in their career choice.
- ✓ Colleges give scholarship money to their own students- Fill out financial aid applications at the college you are thinking of going to. These are the biggest scholarships. Sometimes the financial aid deadline is before their application to the college. Do your research.
- ✓ Avoid Scholarship Scams. Do not pay anyone money to find scholarships for you. You can do the same searches. Do not pay an application fee for a scholarship application. That is a sign of a scam.

Financial Aid and Scholarships Websites:

College for All Texans	www.collegeforalltexans.com
FAFSA	www.fafsa.ed.gov
Federal Student Loans	www.collegeloan.com
Fast Web	www.fastweb.com
The Minnie Stevens Piper Foundation	www.everychanceeverytexan.org/about/scholars/
Federal Student Aid Information Center	www.studentaid.ed.gov
Fin Aid	www.finaid.org/
College.gov	www.college.gov
Adventures In Education	www.AIE.org
Next Step U	www.nextSTEPU.com

Additional Resources:

Websites for Career and College Searches

www.bridges.com – Free online website for DHS students. Set up a profile and begin career/college search

www.college.us.com – Free information on degree programs online

www.fastweb.com – Internet's largest free scholarship search. Free registration online and weekly updates delivered to your e-mail address. Search 600,000 national scholarships and 4,000 schools, includes student tips.

www.brokescholar.com – Free website for national scholarships

www.collegeanswer.com – Comprehensive website for college planning, covers all facets from selecting a program that is right for you through preparing for entrance exams, applying, and searching for scholarships and financing

www.fafsa.ed.gov – Application online for US Dept of Education free financial student aid

www.collegeboard.com – General information regarding SAT, AP tests and college searches. Check for dates given at DHS.

www.act.org – ACT testing information and registration. Check for dates given at DHS.

www.applytexas.org – Complete the online Texas Common Application which covers most state colleges

www.ncaaclearinghouse.com – NCAA rules of eligibility for entering college as an athlete

www.collegequest.com – College search website to find the right school for students

www.collegenet.com – Website for college searching, applying for colleges, scholarships, and financial aid

www.studentaid.ed.gov – Federal student aid website

www.nces.ed.gov/collegenavigator - Find colleges in the US; apply for federal student aid; consult occupational outlook handbook

www.collegeispossible.com – Designed to help parents and students with financial aid and finding the right college

www.ed.gov/students/prep/college - Help with the college process

www.finaid.org – General information about the financial aid process

www.gocollege.com – College searches, financial aid, scholarships, distance learning, ACT/SAT practice tests, and tips

www.uscollegesearch.org – Find a college in the US

www.campuscompare.com – Check out to see how your top picks for schools compare to one another

www.usnews.com/sections/education - Get information on colleges and tips on admissions and financial aid

www.peterson.com/college - College and admission information; test review information

www.collegeanswer.com – Information regarding searches for college

www.window.state.tx.us/education - Compendium of Texas colleges and financial aid for high school seniors

www.collegeview.com – College finder and recruiting service

www.anycollege.com – Search for colleges; view videos to glimpse college life; register to win scholarships

www.careercuilder.com – Upload resume; use the patent-pending matching technology to enhance career choices; apply

www.careersearch.com – Utilize career searches, blog, and postings to find the right career for you

www.texas-hot-jobs.com – A guide to health careers

Timeline for College and Career Planning:

College Readiness Checklist for Middle Schoolers	
Ask your parents or guardians to set up a savings account for college. Add to it every month.	
Take the most challenging classes you can, and keep at least a “B” average.	
Study daily in a quiet spot at home. When there’s no homework, you can review notes or read.	
TSI	
Read at least 15 minutes a day – books or other materials not related to school assignments.	
Meet with your guidance counselor and ask about college readiness programs or other steps you can take.	
Look online and talk to adults about careers that interest you. Research what college degrees and experience are needed for different jobs.	
Ask your parents about getting a job such as yard work or babysitting. Add the money you earn to your college fund.	
Join at least one school or community club or sport, or volunteer.	
Talk to a teacher, parent, counselor, or other trusted adult if you are having any problems in school. Help is available!	

Freshman Year	
<u>Fall</u>	
	Schedule an appointment with a school guidance counselor as soon as possible. Learn the requirements for high school graduation and college admission.
	Take the most challenging classes you can, and keep at least a “B” average.
	TSI – PSAT School Day
<u>Winter</u>	
	Set up a saving account if you do not already have one. Add to it every month. Ask grandparents and other relatives to contribute to it if they are able.
	Join at least one school or community club or sport, or find a volunteer spot in your community.
<u>Spring</u>	
	Talk to a teacher, counselor, parent, or other trusted adult if you are having any problems in school. Help is available!
	Start researching colleges. Look on the websites of schools that interest you. Find out their application process and what you need to do to prepare.
<u>Summer</u>	
	Make sure your course schedule is on track for the upcoming school year.
	Read at least 20 minutes a day – read something of interest to you.
Sophomore Year	
<u>Fall</u>	
	Make sure to take all classes needed for graduation, plus challenging classes.
	Prepare & Take the PSAT - School Day
	Talk about careers with staff at your school. Take a career or interest assessment and research careers based on your results.
<u>Winter</u>	
	Begin to research colleges/universities. Check out the websites of schools that interest you.
	Write down questions to ask when you make college visits.
	Study for ACT and SAT tests.
<u>Spring</u>	
	Look into summer jobs, internships, or other career-related programs or experiences.
	Register to take the ACT and/or SAT tests.
	Check into dual credit classes.
<u>Summer</u>	
	Gather letters of recommendation from supervisors, mentors, or other contacts from your summer jobs and activities.
	Make sure your course schedule for senior year is on track.
	Create or update your resume, and think about creating a portfolio.

Junior Year	
<u>August</u>	
	Stay or get involved in school or community clubs or other activities.
	Keep track of the number of yours you volunteer. Add these to your college and scholarship applications.
	Meet with your counselor and ask about college-related tests, financial aid, and other questions you have about college.
<u>September</u>	
	Take a career assessment test, then research what experience and education are required for potential careers.
	Look online at colleges you are interested in. Ask your parent or guardian to take you to visit campuses.
	Attend College Night at your school.
<u>October</u>	
	Begin to explore scholarship opportunities.
	Look for information you may receive in the mail from colleges/universities after your college night. Compare offerings and programs at these schools to make the best choice for you.
	Plan for taking ACT and/or SAT tests.
<u>November</u>	
	Take SAT, ACT, or other tests you have signed up for.
	Ask college students or recent graduates you know about their college experiences.
<u>December</u>	
	Take SAT, ACT, or other tests you have signed up for.
	Ask your guidance counselor about college courses that earn both high school and college credit.
	Think about taking a summer program or class at a college or university. Prepare to apply and take admissions tests.
<u>January</u>	
	Check with your guidance counselor regarding your class ranking. Make adjustments as necessary.
	Research careers online to help focus your areas of study.
	Check into job shadowing opportunities to assist in your decision.
<u>February</u>	
	Be on the look-out for financial aid workshops. Plan to attend one or more.
	Use a free scholarship online search service (such as FastWeb) that matches your personal information with scholarships. The more practice, you have the more likely you are to receive funds to help pay for college.
<u>March</u>	
	If you are taking an Advanced Placement class, ask your teachers about AP exams and how you can best prepare for them.
	After Spring Break, remember to focus hard and not let your grades slip at this time. Your GPA will be of benefit to you as you apply to colleges and universities.
	Begin to look for a part-time or summer job so that you can add regularly to your college fund.

<u>April</u>
Look into internship programs through community organizations, or consider volunteering in a field of your interest to lessen the likelihood of having to change your major or area of study once you get into college.
If you are taking a summer college course, be sure that all enrollment paperwork and transcripts are delivered to the college by the deadline.
<u>May</u>
Find professionals to interview in a career that intrigues you.
Check your community for teen job fairs to explore careers.
Plan for a summer visit to a college or two to avoid missing your high school days.
Senior Year
<u>August</u>
Request catalogs and admission information from colleges that interest you. Plan to visit if possible.
Schedule a meeting with your guidance counselor or college advisor to talk about plans and make preparations.
<u>September</u>
Download applications or request them from colleges of your choice as well as some “reach” schools.
Attend College Night and financial aid workshops with your parents/guardians.
Plan to retake ACT and/or SAT.
Request letters of recommendation from teachers, counselors, employers, and others.
<u>October</u>
If you are applying for early decision or action, submit your application.
Check into how to get transcripts sent to colleges/universities.
<u>November</u>
Submit college/university applications and essays on time.
Check to see that letters of recommendation have been sent.
Begin actively looking for scholarships.
<u>December</u>
Get a copy of the FAFSA and begin to work on it with your parents.
Make sure colleges/universities have received all your application materials.
<u>January</u>
File the FAFSA as soon as you can after January 1.
Have your counselor send your midyear grades to colleges/universities that require them.
Be aware of the deadline for your Financial Aid Profile if you have not submitted it at this time.
<u>February</u>

If it has been four weeks or more since you submitted a FAFSA and you have not received a Student Aid Report (SAR), contact the Federal Student Aid Information Center.
Attend a financial aid workshop.
March
If you are taking Advanced Placement classes, ask your teachers or counselor about AP exams and how you can best prepare.
Keep searching for scholarships.
Look for admission decisions from colleges/universities. Pay attention to any requests for action or further information.
<u>April</u>
If a college or university has placed you on a waiting list, let them know you are still interested.
Decide which college/university you will attend. Send the enrollment form and a deposit. Pay attention to other deadlines.
<u>May</u>
Take the AP exams you have signed up for. Check to see that your scores are sent to your college/university.
Stay on top of deadlines and paperwork required by your college/university.
Start planning to attend summer orientation at your college/university.
<u>June</u>
Have your counselor send your final transcript to your college/university.
Begin planning your move to college/university.

DUNCANVILLE INDEPENDENT SCHOOL DISTRICT

2019-2020 Course Selection Guide Committee

Chairperson: Dr. Silvia E. Martinez,
Director of Curriculum & Instruction

Dr. Silvia E. Martinez Director of Curriculum & Instruction	Mackenzie Casall Director of Special Education
Michael McDonald Principal – Duncanville High School	Fallon Hawthorne Coordinator Special Education Instruction
Carla Coggins Director of CTE/College & Career Readiness DHS	Dr. Tiffany Staats Associate Principal - Duncanville High School
Shalontae Payne Director of CTE/College & Career Readiness DHS	Kimberly Williams Lead Counselor - Duncanville High School
Dana Harper Director of Counselors	Devin Hanes Coordinator Instruction – Math Secondary
Dr. Nneka Bernard Director of Advanced Academics	Dr. Fanta Fridia Coordinator Instruction - Science K-12
Kristi Mullins ELAR / SS Coordinators	Ashley Evans ELAR / SS Coordinators
Kendria Davis-Martin Principal - Byrd MS	David Marshall Counselor – Byrd MS
Bryan Byrd Principal - Reed MS	Leah Johnson Counselor – Reed MS
Tijuana Hudson Principal – Pace HS	Tiffeny Irvin Counselor – Kennemer MS
Tiffanie King Executive Director of Academic Services	Steven Moss Director of Fine Arts

NOTICE

It is the policy of Duncanville ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es norma de Duncanville ISD no discriminar por motivos de raza, color, origen nacional, sexo, impedimento o edad, en sus procedimientos de, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, la ley de Discriminación por Edad, de 1975, según enmienda, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

It is the policy of Duncanville ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es norma de Duncanville ISD no discriminar por motivos de raza, color, origen nacional, sexo, impedimento o edad, en sus procedimientos de empleo, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, la ley de Discriminación por Edad, de 1975, según enmienda, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

ACCESS TO STUDENT RECORDS

The principal is the custodian of records for all students in the assigned school. The Superintendent is the custodian of records for students who have withdrawn or graduated.

Public Law 93-380 provides for protection of the rights and privacy of parents and students. The Duncanville Independent School District will abide by the provisions of this act by making available to parents (or eligible student) official records and files included in his/her cumulative record folder as provided by the law. Duncanville Independent School District will not release personally identifiable records or files of students without the permission of appropriate persons except as provided in the law.

Public Notification of Nondiscrimination in Career and Technical Education. Duncanville ISD offers Career and Technical Education programs in Agriculture, Food, and Natural Resources, Architecture and Construction, Arts, A/V Technology, and Communication, Business Management and Administration, Finance, Health Science, Hospitality and Tourism, Human Services, Information Technology, Law, Public Safety, Corrections, and Security, Manufacturing, Marketing, Science, Technology, Engineering and Mathematics, Transportation, Distribution, and Logistics. Admission to these programs is based on open enrollment.

It is the policy of Duncanville ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Duncanville ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

ACCESO A LOS REGISTROS DEL ESTUDIANTE

El director es el custodio de los registros de todos los estudiantes en la escuela asignada. El Superintendente es el custodio de los registros de los estudiantes que se retiraron o se graduaron.

La Ley Pública 93-380 establece la protección de los derechos y la privacidad de los padres y estudiantes. El Distrito Escolar Independiente de Duncanville cumplirá con las disposiciones de esta ley al poner a disposición de los padres (o estudiantes elegibles) los registros y archivos oficiales incluidos en su carpeta de registros acumulativos según lo dispuesto por la ley. El Distrito Escolar Independiente de Duncanville no divulgará registros o archivos de identificación personal de los estudiantes sin el permiso de las personas apropiadas, excepto lo dispuesto en la ley.

Notificación pública de no discriminación en la educación profesional y técnica. Duncanville ISD ofrece programas de Educación Profesional y Técnica en Agricultura, Alimentación y Recursos Naturales, Arquitectura y Construcción, Artes, Tecnología A / V y Comunicación, Administración y Administración de Empresas, Finanzas, Ciencias de la Salud, Hospitalidad y Turismo, Servicios Humanos, Tecnología de la Información, Derecho, Seguridad Pública, Correcciones y Seguridad, Fabricación, Comercialización, Ciencia, Tecnología, Ingeniería y Matemáticas, Transporte, Distribución y Logística. La admisión a estos programas se basa en la inscripción abierta.

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Duncanville ISD tomará medidas para asegurar que la falta de habilidades en el idioma inglés no sea una barrera para la admisión y participación en todos los programas educativos y vocacionales.